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Number 5

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We Should Dismiss Her — But How? — C. W. McNARY
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**For a "Guide to Pre-Induction Texts"
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AS WE GO TO PRESS

With this final blurb, allegedly a foreword, our task of editing the May JOURNAL is about over. It seems that almost half the issue is dedicated to Mars. Reluctantly and grudgingly, to be sure, because the old war god is a rough intruder who has overstayed his welcome in a world trying to be civilized. A reader's comment on the Journal for April was that it was "in touch with the times." That is not so difficult as to keep a magazine these days from being overwhelmed by the times. So here's hoping we have held things in reasonable balance and perspective this month and every month.

▼

Those of you who have yet to choose the material for your Victory Corps courses will find the "Guide to Pre-Induction Texts" on the next four pages a handy compendium.

The article by Mr. George W. Lyon on "Getting and Giving Inspiration"—see page 147 of this issue—offers a suggestion which we heartily endore. It is that you who find your professional journals helpful, take a turn at writing something for publication in them. Your own enjoyment of a magazine is greatly increased by having some share in the production of it. This periodical has no warmer friends than those who regularly or occasionally contribute to its columns.

▼

Take some leisurely hour by the forelock, one of these days, and write us an informal letter. Not just to ask where's your JOURNAL for June—since we do not publish in June, July or August—but to talk over anything that you think might interest this editor.

▼

Happy Victory-Gardening! And so long until September.

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GUIDE TO PRE-INDUCTION TEXTS

Below are listed all the war-directed books for high schools that have been reviewed in this magazine from January to April, together with some not previously noted. For your convenience, several of the publishers have arranged to have our original reviews reprinted here or to present their own characterizations of their PI books. The list is as complete as we were able to make it from the materials sent us for examination.

American Book Company

AUTOMOTIVE MECHANICS by Clarence G. Barger. American Book Company: New York. I, $1.12; II, $1.24. *Reviewed in February. Publisher's description follows:*

The author, experienced in teaching this subject to high school students, knew where emphasis was needed. He has implemented the text with meaningful exercises and complemented it with illustrations demonstrating application.

ELECTRICITY—Based on material developed by Carnegie-Illinois Steel Corp., Russell J. Greenly, and others. American Book Company: New York. $1.16. *Reviewed in February. Publisher's description follows:*

Eight practical, experienced men have rewritten material used successfully to train learners and apprentices in actual work. The text presents a basic course in the fundamentals of electricity which fills the War Dept. outline.

MACHINES — Charles R. Wallendorf, Frank Stewart, George Luedeke, Dominic M. Chiarello. American Book Company: New York. $1.24. *Publisher's description follows:*

Classroom experience with high school pupils dictated both the topic sequence and the method of presentation of this text. It is exceedingly practical and richly illustrated.

RADIO—R. E. Williams, Charles A. Scarlott. American Book Company: New York. I, $1.04; II, $1.24. *Reviewed in February. Publisher's description follows:*

This simple treatment of radio gives the required army and peacetime basic knowledge. Extensive use of mathematics has been avoided deliberately, assuming only mastery of elementary algebra.

SHOPWORK—Edward C. Wicks, John Poliacik, John Ellberg. American Book Company: New York. $1.12. *Reviewed in February. Publisher's description follows:*

Here is a book which is practically self-teaching. The authors have treated the topics in pedagogical sequence and implemented them with problems and projects to make the text clear.

MATHEMATICS OF AIR AND MARINE NAVIGATION — A. D. Bradley. American Book Company: New York. $1.00. *Publisher's description follows:*

This concrete and direct text provides the future navigator with a substantial foundation of mathematical training in solving the problems encountered in navigating aircraft and surface vessels.

American Technical Society

FUNDAMENTAL SHOP TRAINING by Shuman, Monroe, and Wright. American Technical Society: Chicago. *Reviewed in February.*

FUNDAMENTALS OF MACHINES by Hobbs, Kuns and Morrison. American Technical Society: Chicago. *Reviewed in February.*

FUNDAMENTALS OF ELECTRICITY by McDougal, Dunlap and Ranson. American Technical Society: Chicago. *Reviewed in February.*

Ginn and Company

AERONAUTICS WORKSHOP by Cornelius H. Siemens. Ginn & Co.: Boston. $1.00. *Reviewed in January.*

FUNDAMENTALS OF MACHINES by Burton L. Cushing. Ginn & Co.: Boston. $1.24. *Reviewed in January.*

FUNDAMENTALS OF ELECTRICITY by Lester R. Williard. Ginn & Co.: Boston. $1.24.

REVIEW ARITHMETIC by Buswell, Brownell and John. Ginn & Co.: Boston. Textbook I, $.60; Textbook II, $.60.

D. C. Heath and Company

AIRPLANE MODELS AND AVIATION by Willis C. Brown. D. C. Heath and Company: Boston. $.48. *Reviewed in January.*

FUNDAMENTALS OF ELECTRICITY by Fred R. Miller. D. C. Heath and Company: Boston. $1.00. *Reviewed in February.*

ELEMENTARY AVIGATION by L. E. Moore. D. C. Heath & Co.: Boston. $1.60.

Winging through space becomes a vivid imaginary experience to high school students as they pursue the ninety daily lessons in "Elementary Avigation," a brand new text by L. E. Moore, which introduces the principles and mechanisms of the airplane and gives practical training in the mathematics of course finding. This is a complete text for students, containing exercises, reviews, charts and log tables.

Henley Publishing Company

A START IN METEOROLOGY by Arnold N. Spitz. Henley Publishing Co.: New York. $1.50. *Reviewed in February as follows:*

Learning to predict the weather has gained even more than usual importance since the advent of the airplane. An elementary text in this science is now available under the title, "A Start in Meteorology." It is clearly and enthusiastically written and well within the range of high school pupils, whether preparing to enter some branch of aviation or merely to develop a good "weather eye" for everyday use. A small patch of chemically treated paper on the cover changes color to indicate more or less humidity. If applied to the text itself it would surely not point to dryness.

AIR NAVIGATION FOR BEGINNERS by Scott G. Lamb. Henley Publishing Co.: New York. $1.50. *Reviewed in February as follows:*

This text is designed for secondary schools which wish to give their students a preparatory knowledge of the problems later to be encountered in Aerial Navigation, whether commercial or military.

Henry Holt and Company

A MATHEMATICS REFRESHER by A. Hooper. Henry Holt and Company: New York. $1.32. *Reviewed in February.*

BEFORE YOU FLY by Robinson, Middleton, Rawlins and Philips. Henry Holt and Company: New York. $2.00. *Reviewed in February.*

FUNDAMENTALS OF ELECTRICITY by Charles E. Dull and Michael N. Idelson. Henry Holt and Com-

pany: New York. $1.28. *Reviewed in March.*

FUNDAMENTALS OF MACHINES by Charles E. Dull and Ira G. Newlin. Henry Holt and Company: New York. $1.40. *Reviewed in March.*

MECHANICAL DRAWING, INCLUDING BLUE PRINT READING by Babbitt & Swartz. Henry Holt and Company: New York. $1.28. *Reviewed in March.*

The Macmillan Company

FUNDAMENTALS OF ELECTRICITY by Johnson and Newkirk. The Macmillan Co.: New York. $1.32. *Reviewed in February.*

FUNDAMENTALS OF SHOPWORK by Johnson and Newkirk. The Macmillan Co.: New York. $1.32. *Reviewed in February.*

ELECTRICITY FOR EVERYONE by Joseph R. Lunt and William T. Wyman. The Macmillan Co.: New York. $2.56. *Reviewed in February.*

Manual Arts Press

BASIC ELECTRICITY by Feirer and Williams. The Manual Arts Press, Peoria, Illinois. $1.92.

Publisher's description follows:

This book was written as a text for high school classes in pre-induction courses following the outline for fundamental training presented by the War Department. It presents the theory of electricity and magnetism in an understandable way and bridges the gap between theory and practical application. The many illustrations of modern military applications of electricity provide a high degree of motivation.

MACHINE SHOP SCIENCE AND MATHEMATICS by Eaton and Free. The Manual Arts Press, Peoria, Illinois. $1.48. *Reviewed in February.*

Publisher's description follows:

A related science and math text for vocational classes. Really ties together the classroom and the machine shop. Provides a knowledge of facts, laws and processes required for intelligent use of machinery and tools. Explanations are brief and the meaning not obscured by a multiplicity of words.

BASIC BENCH-METAL PRACTICE by Giachino and Feirer. The Manual Arts Press, Peoria, Illinois. $1.84.

Publisher's description follows:

A textbook, but a gold mine of information and operations for the student of basic metalworking practice. Without equal in up-to-date coverage of equipment, tools, processes, precision instruments and a wealth of extra information every good metalworker requires. Clearly illustrated with photographs and drawings.

OXY-ACETYLENE WELDING AND CUTTING by Giachino. The Manual Arts Press, Peoria, Illinois. $1.96.

Publisher's description follows:

The newest and best how-to-do-it textbook for the beginner. Presents a complete coverage of welding procedures, including the welding of nonferrous metals as well as of steels and their alloys. All processes based on modern practice.

AIRCRAFT SHEET METALWORK, PART I, by Giachino. The Manual Arts Press, Peoria, Illinois. $1.96.

Publisher's description follows:

A comprehensive text on sheet metalwork as applied in the repair, maintenance, and construction of aircraft. Treats alloys, measuring and layout, bending, cutting, drilling, filing, forming, riveting, crimping, beading, and development.

AIRCRAFT SHEET METALWORK, Part II, by Giachino. The Manual Arts Press, Peoria, Illinois. $.96.

Publisher's description follows:

Contains 26 blueprints of airplane parts for construction by the student. Based on information in the textbook. Provides space for making notes, answering questions, and other work material.

McCormick-Mathers Pub'g Co.

FUNDAMENTALS OF ELECTRICITY by E. W. Jones. McCormick-Mathers Publishing Co.: Wichita, Kansas. $.60. *Reviewed in February as follows:*

This paper bound text is planned for use as a first-level course to equip men who are about to enter military service with a basic foundation for further specialization. It offers a complete pre-induction training program in 12 definite teaching units. The Instructor's Manual gives teaching suggestions and learning aids with detailed keys to Directed Demonstrations Discussions, the Laboratory Exercises and Review Tests.

McGraw-Hill Book Co.

PHYSICS MANUAL FOR PILOTS, one of the Flight Preparation Training Series supervised by the U. S. Navy. McGraw-Hill Book Co.: New York. $.90. *Reviewed in March.*

AIR NAVIGATION SERIES (7 books), Flight Preparation Training Series supervised by the U. S. Navy. McGraw-Hill Book Co. $1.00 ea. *Reviewed in March.*

MATHEMATICS FOR PILOTS, one of the Flight Preparation Series supervised by the U. S. Navy. McGraw-Hill Book Co. $.75. *Reviewed in April.*

McKnight & McKnight

PRINCIPLES OF ELECTRICITY by Cornetet and Fox. McKnight & McKnight: Bloomington, Illinois. $1.60.

The prescribed P-I topics in electricity are explained and experiments set up in this text, of workbook form. It is saddle stitched and bound in strong paper covers.

Newson and Company

ALGEBRA IN EASY STEPS by Edwin I. Stein. New York: Newson & Company. Paper-bound, $.92; cloth-bound, $1.28. *Reviewed in February.*

Noble & Noble, Publishers, Inc.

JUNIOR AVIATION SCIENCE by D. H. Grimm. Noble & Noble: New York. $.90. *Reviewed in January.*

Prentice-Hall, Inc.

FUNDAMENTALS OF RADIO by Jordan, Osterbrock, Pumphrey, Smeby and Everitt. Prentice-Hall, Inc.: New York. $3.75. *Reviewed in January.*

TECHNICAL HANDBOOK FOR SOLVING PROBLEMS IN SHOP OR FACTORY by Edward H. Lang. Prentice-Hall, Inc.: New York. $.80. *Reviewed in March.*

WAR-TIME REFRESHER IN FUNDAMENTAL MATHEMATICS by Eddy, Brally and others. Prentice-Hall, Inc.: New York. $1.05. *Reviewed in April.*

ELEMENTS OF RADIO by Marcus, Marcus and Horton. Prentice-Hall, Inc.: New York. $3.20.

Add to the list of important pre-induction texts a larger one than most, since it provides for a full year's course. It is "Elements of Radio" by Marcus, Marcus and Horton.

No study of electricity is presupposed. The course starts with a simple crystal set and proceeds "spirally" to introduce other and more complicated receivers. Each chapter is launched with a problem or problems to be solved as the chapter de-

velops. Clearness of explanation is stressed throughout and only simple apparatus is required. Much use is made of diagrams and these are large enough to be easily studied. Formulas have been avoided throughout the first half year's portion of the text, the authors preferring to explain in words. Only in the second half of the course are transmitters and other more difficult topics of electricity and radio taken up.

BASIC MATHEMATICS FOR PILOTS AND FLIGHT CREWS by Newsom and Larsen. Prentice-Hall, Inc.: New York. $1.50.

Into this one small book have been condensed the arithmetic, algebra and geometry that the pre-flight airman must know how to use. Practice with the circular slide rule is included, and one of these devices is provided with each copy of the text.

BASIC PHYSICS FOR PILOTS AND FLIGHT CREWS by E. J. Knapp. Prentice-Hall, Inc.: New York.

Meteorology, the principles of flight, and a study of engines, compose the subject matter of this volume.

Benj. H. Sanborn Company

A FIRST COURSE IN ALGEBRA by Virgil S. Mallory. Benj. H. Sanborn Company: Chicago. $1.48. *Reviewed in February.*

Scott, Foresman and Company

MATHEMATICS FOR THE EMERGENCY by Lapp, Knight and Rietz. Scott, Foresman & Co.: Chicago, $.80. *Reviewed in February.*

BASIC ELECTRICITY by Beauchamp and Mayfield. Scott, Foresman & Co.: Chicago. $1.60.

First thing one notices about this book is its resemblance in format to those geographies we used to hide behind when eating candy or engaging in clandestine communication in school. The publishers point out that "Basic Electricity" was written by men skilled in the authorship of science texts, and that teachableness and adaptation to pupils of different capacities have been underlying purposes throughout. It is claimed, for example, that the less intellectual student can obtain a pretty fair knowledge of the subject from the boxed summaries and the pictures, with their explanatory captions; while for the abler student there is a satisfying amount of supplementary material in footnotes and thought-questions. A constant effort has apparently been made to avoid haziness and to use simple language.

Charles Scribner's Sons

FUNDAMENTALS OF ELECTRICITY by Theodore Benjamin. Charles Scribner's Sons: New York. $1.20—subject to school discount. *Reviewed in March.*

FUNDAMENTALS OF MACHINES by Alexander Joseph. Charles Scribner's Sons: New York. $1.20—subject to school discount. *Reviewed in March.*

Silver Burdett Company

SHOP MATHEMATICS AT WORK by Welton and Rogers. Silver Burdett Co.: New York. $1.56. *Reviewed in January.*

BLUEPRINT READING AT WORK by Rogers and Welton. Silver Burdett Co.: New York. $1.28. *Reviewed in January.*

John Wiley and Sons

PRE-SERVICE COURSE IN ELECTRICITY by William C. Shea. John Wiley & Sons: New York. $1.52. *Reviewed in March.*

PRE-SERVICE COURSE IN SHOP PRACTICE by William J. Kennedy. John Wiley & Sons: New York. $1.52. *Reviewed in March.*

PRE-SERVICE COURSE IN AUTOMOTIVE MECHANICS by James V. Frost. John Wiley & Sons: New York. $1.96.

America's armed forces have one great advantage over those of any other nation. This is the vast number of our young men who have some practical knowledge of mechanics acquired through the operation of motor cars and trucks. To extend and deepen this knowledge among pre-induction students, a full year course in automotive mechanics has been outlined by federal authorities. One of the newest texts to implement such a course is "Automotive Mechanics" by James V. Frost. The book describes the parts and types of power driven vehicles used by fighting forces and in civilian life, and explains the principles employed.

The John C. Winston Company

PRACTICE IN ESSENTIAL MATHEMATICS by F. E. Grossnickle, L. J. Brueckner and L. S. Hance. The John C. Winston Co.: Philadelphia. $1.08. *Reviewed in March as follows:*

A workbook offering a refresher course in mathematics to insure accuracy, increase speed, and broaden the scope of utility of everyone whose concern is the war effort, whether on the home front, in essential industry, or on the fighting fronts of the world. Also available in a shorter edition, REFRESHER ARITHMETIC, High School Level. List price, $.52. Designed especially for high school students who want only the *arithmetic* review material from the larger book.

HOW TO READ BLUEPRINTS and HOW TO READ AIRCRAFT BLUEPRINTS by Albert A. Owens and Ben F. Slingluff. The John C. Winston Company: Philadelphia. List prices, $3.32 and $4.40. *Publisher's description follows:*

The content, organization and format of these two blueprint books are held in as high repute as are the many famous planes which the books helped to construct. All prints given are in the sizes, scales and color of actual practice. Spiral binding. Durable covers.

FUNDAMENTALS OF ELECTRIC WELDING by William Rice. In collaboration with Albert A. Owens and Ben F. Slingluff. The John C. Winston Company: Philadelphia. $1.32. *Reviewed in February as follows:*

Purposely stripped of non-essentials, this manual gives the learner a step-by-step preparation—when accompanied by practice—for the important job of electric welder. The welding principle and apparatus, protective devices, and the approved methods of producing many types of standard joints are simply and adequately explained.

FUNDAMENTALS OF SHOPWORK by Albert A. Owens, Ben F. Slingluff and Harold E. Godwin. The John C. Winston Company: Philadelphia. $1.32. *Publisher's description follows:*

Based upon technical and field manuals of the War Department. Flexible organization on the unit plan. Achieves development of manipulative skills, a knowledge of procedure and construction processes, a knowledge of the qualities and characteristics of materials and the development of habits of cooperation and good conduct.

A PRE-FLIGHT AERONAUTICS WORKBOOK (including chart) by Hubert A. Bauer. The John C. Winston Company: Philadelphia. $1.00. AERONAUTICAL WORK CHART (separate), $.28. *Publisher's description follows:*

This book prepares students to pass the Private Pilot Ground School examination to obtain the "Certificate of Aeronautical Knowledge" granted by the C.A.A. The "Aeronautical Work Chart" simulates actual flight and presents the kind of problems met in the cockpit of a plane.

TWO-FOURTEEN STAR FINDER by Lt. Comm. T. C. Brownell. The John C. Winston Company: Philadelphia. $1.00. *Publisher's description follows:*

Most useful to student sea and air navigators and to pilots. This detector gives the principal navigational stars and their constellations as well as the Milky Way, and illustrates the celestial sphere as a square.

World Book Company

INSTRUCTIONAL TESTS IN THE FUNDAMENTALS OF ELECTRICITY and INSTRUCTIONAL TESTS IN THE FUNDAMENTALS OF MACHINES by Benjamin C. Gruenberg and Ellsworth S. Obourn. World Book Company: Yonkers-on-Hudson, New York. $.16 ea. or $.10 ea. in packages of 50. Directions and key $.04.

These tests make possible a continuous inventory of Achievement in Pre-Induction courses.

SOME NEW MATERIALS IN SOCIAL SCIENCE

Today's American Democracy

One sees in "Today's American Democracy" by Williams and Howard still another and rather auspicious attempt to provide a satisfying social studies text for high school classes. Divided into twenty-three chapters, each treating a major problem of group living, the work holds throughout a constructive viewpoint. Each subject is developed from its historic background and future progress is charted from advances already made. The thesis of the authors is that intelligence, good will and humility can combine to resolve the tensions that now disrupt civilization. The final chapter, entitled "The Future," is a remarkably clear summary of the tasks that lie ahead for mankind and for America.

Inclusion of the Atlantic Charter in the appendix along with the Declaration and the Constitution is but one more evidence of the today-ness of this text.

TODAY'S AMERICAN DEMOCRACY by John Lincoln Williams and Palmer Peckham Howard. J. B. Lippincott Co.: Chicago.

All Out for Freedom

Heroes of the present war on land and in the air and on and under ocean waters have supplied the action and skilled correspondents have related the true stories comprised in this most newslike and vivid of readers. Here is reporting at its best. And here are materials to inspire present-day youth to render the highest form of service each can render for the attainment of victory in this global war. A finer compendium of what our fighting men have done and suffered thus far in the war would be difficult to produce. The text is illustrated with twenty-four full page photographs.

ALL OUT FOR FREEDOM edited by Marian Rhoads. Ginn and Co.: Boston.

The Freedom to Be Free

What with government bureaus ruling our lives from Washington and mammoth industry overshadowing all we do; with wayward nations trying to shake down the pillars of civilization upon our heads—what chance has the individual to have and enjoy freedom? This question is analyzed and discussed by James Marshall in his recent book, "The Freedom to Be Free." Written in a lively, readable style and replete with anecdote and reference, the volume ably pictures the revolution that we do not readily see because we are in the midst of it. For one thing, the individual citizen is losing control of the government that is supposed to be his servant, not his master, as local and state jurisdictions steadily decline. The author is not too pessimistic about the outcome either of this domestic trend or of the present world struggle, provided we apply remedies that take account of human needs and aspirations. Instead of a "second hand league of nations" following this war, Mr. Marshall envisions a more gradual process of building up cooperation by voluntary arrangements; meanwhile stripping the late aggressors of their right to manufacture planes, heavy machinery and chemicals, but compensating them with certain industrial concessions that they can develop without menace to the rest of us. The keynote of the book is that the selfish desire to dominate must give place to ethical considerations of what will enable and encourage people everywhere to become really mature and to learn and practice group cooperation.

THE FREEDOM TO BE FREE by James Marshall. John Day Co.: New York.

Your Country and Mine

What is freedom, anyway? Why do our people spend their utmost of blood and treasure in resisting the Axis nations? And this democracy—is it worth saving at such cost?

A text that seeks to answer these and similar questions for American boys and girls of junior high school age, is "Your Country and Mine,"—and its vivid, concrete material and straightforward manner of describing the ways and institutions we are fighting to guard and to improve upon, all combine to form an impressive as well as an intriguing book of lessons.

YOUR COUNTRY AND MINE by Grace A. Turkington and Phil Conley. Ginn and Co.: Boston.

Basic Social Education Series

Many units of the Social Education series—those attractive thirty-five to fifty page booklets—have arrived at this desk. Among this group are "Man's Use of Plants and Animals," "On the Airways," "The Story of Trade," "Down the Santa Fe Trail," "On the Oregon Trail," "New Amsterdam Colonial Days," "Buffalo Caller," "Southern Colonial Days," "America's Oil," "Our Inland Seas, The Great Lakes," "The Wise Consumer," "Trade and Commerce," "Money and Banks," and "Planning Cities for Today and Tomorrow." To say that this new unit material is fully up to the standard already established is perhaps its highest compliment.

BASIC SOCIAL EDUCATION SERIES, Richard W. Bardwell, Editorial Director. Row, Peterson and Co.: Evanston, Ill.

"HE PUT HIS FOE IN A FIRE"

RAYMOND GRAM SWING

"The anniversary of May tenth, nineteen thirty three, gives perspective in still greater clarity. For on that day the world had its warning, and should have known what was in the making. But the world hadn't been training ears to hear warnings, or eyes to see such beacons as were lit in the Berlin bonfire of the books. I know I didn't appreciate the full portent of the warning of the event in Berlin. But it came to me shortly, and on this anniversary I see again vividly the figure of the man who taught me. He was an unusually tall, an unusually narrow figure of a man, with legs as long as Lincoln's, a rounded stoop of the shoulders, and a long gaunt face. He had been Foreign Minister of the Weimar Republic, and his name was Dr. Rudolph Breitscheid. In my newspaper days in Germany I had come to know him well. And after Hitler seized power I knew that he had managed to escape to France. Then he came to London, and I was deeply moved to hear that I should be allowed to have an hour with him alone at the home of a member of the House of Commons. I found him in that home, slumped and it seemed almost collapsed, in a big chair. He looked up at me with large eyes, filled with the pain one sees during a mortal illness. The first glance at him told its story, here was a man whose life work was in ruins, who had lost not only his country but all possibilities of serving his country or himself, a man bereft and broken. I had expected him to tell me, in that hour, about himself and his escape, and to give me the news of our personal friends in Germany, many of whom, as I knew, had been tortured by the Nazis. I was keyed up to bear the withering pain of what he would say. I was ready to withstand the shock of brutality our friends had suffered. But I was stopped short by his tragic appearance and was unable to start the conversation. I hoped he would begin without prompting, in his own way. He was silent for quite a time, and then he looked up, with an expression of utter helplessness in his face. And he said, weakly but with horror, 'Swing, *they're burning books.*' I was startled, and for a moment I thought he was being irrelevant. I was expecting news of persecution, torture and terrible personal disasters, and he began by mentioning what I already knew, that in Berlin they were burning books. But he was a true messenger of tragedy, for that was in the furthermost depths of tragedy, the burning of books. That was the symbol of it. A power had been formed in Germany capable of assassinating ideas, of destroying men's words of truth, of shackling the freedom of men's minds. And that was what distinguished the Hitler Regime from all other modern political menaces. Personal hardship, arrest, even torture, these were the inevitable lacerations of violent revolution. But what other movement had begun with the flaming signal to mankind that it no longer was to be free to think, to search for truth, to exercise its mind. This was promising the end of the aspirations of all civilization. True, Hitler's hoodlums were torturing their enemies, beating them with steel whips, exercising against them the brutal excesses of their diseased personalities. But that was not the mark of the Regime, nor the meaning of it to Hitler and his close associates. It meant to them a blow at their chief foe, for they were set to wield power over the world. The chief foe was not the hapless Democrats of Weimar Germany, nor was it the Jews. The chief foe was thinking ideas, the free search for truth. And Hitler struck at that foe. He put his foe in a fire.

"That fire has not died, and will not have died until the Germans themselves have free minds again, and no power remains on the face of the earth to deny the liberty of man's mind. And when the History of this awful war is written, there is a description of it that would be fitting. It was the war to put out the fire which Hitler lighted in Berlin ten years ago."

Quoted by permission from Mr. Swing's broadcast of May 10, 1943.

Editorials

Unser Kampf

Hitler's dream of a global empire has turned to a nightmare of invasion fears. This is but one of many meanings to be read from the final collapse of the Axis war machine in Africa, with the capture of General Von Arnim on May 12.

So many of the enemy's fighting men knocked out of the war; so many implements of war destroyed or taken over by the Allies; so many thousands of tons of shipping released from having to go around Africa—these physical and material gains are of incalculable value. But the greatest thing that has been accomplished by the glorious campaign in Africa is the two-way effect upon morale. Our side is tremendously heartened—we hope not dangerously. The other side realizes that the tables have turned. The Axis that invented blitzkrieg has also demonstrated blitz-surrender. Few Germans can any longer believe in their hearts that their nation is about to rule the rest of mankind or even to remain in control of Europe.

The Fortress of Europe lacks a bomb-proof roof. It lacks also the loyalty of those inside.

How prolonged and how heavy assaults will be needed to crack Hitler's defense fortifications, no one can predict. The campaign may have to be waged for years and on many fronts. Or everything may fall apart with a suddenness that will astound us—or would if we had not seen these eight days of early May in Africa.

The Teacher Crisis

The extent to which teachers are quitting the profession to accept higher salaries in war plants or to enter military service, is well illustrated in the state of Michigan, where three thousand teachers have thus deserted their posts, while another thousand have moved to other states. Since Michigan's total teaching force in normal times is slightly over 32,000, the state has lost nearly one-eighth of its teaching personnel. To meet the emergency, three thousand temporary certificates have been granted to persons who would not have been allowed to qualify in ordinary times, and many former teachers have been recalled to classrooms.

Four-fifths of the number leaving—that is to say, all but 800 who have joined the colors—appear to have been actuated by higher pay. With average teaching salaries at $1500 or $30 a week, and many defense jobs paying twice that sum, the temptation to drop out of school work has proved irresistible in many instances.

Michigan's legislature, under pressure from so-called "hungry lobbyists," has increased the state's contribution to its schools to $50,000,000, or more than five millions above that of last year. This, in addition to what many local districts can and will do in the same direction, may help to stop the exodus.

The truth of the matter probably is that the great majority of superior, professionally minded teachers strongly prefer to keep on in educational work and are not so much attracted by the higher salaries outside as driven by rising costs to do something they are quite loath to do. This means that it will scarcely be necessary to double any good teacher's pay to hold that teacher in the school. On the other hand, it is sheer stupidity to overlook the need for bonuses or other increments where teachers are seen to be leaving in large numbers, as they are doing nearly everywhere in the United States.

A wise public will not permit the quality of instruction in its schools to deteriorate or any of its schools to close for want of teachers. Teaching is a number one essential.

Excusing Seniors

Thousands of high school seniors have dropped out of school in recent months to take jobs or to join military units. Extremely liberal policies have been adopted by high schools toward these departing pupils in the matter of giving full credit for half-finished courses and granting graduation. The schools have been hoping in this way to facilitate the national war effort and not to interfere with any pupil's opportunity to secure employment.

One unfortunate result of this leniency has been a marked letdown in the morale of pupils remaining in their classes. They have seemingly reasoned that if their mates no longer have to study in order to gain scholastic credit, they too are entitled to let things slide.

Presumably it does make some real difference in a person's preparation for life if he loses the last few months of high school work. Moreover, it might mean little or no loss to the war effort to have those seniors stay in school until they have rounded out the full course. The loss in man-hours might be more than compensated by the greater ability of better-trained, full-term graduates.

Priorities are largely determined by the fighting ability and spirit displayed by the respective champions of this or that commodity. If school people do not fight for the right of boys and girls to complete their formal schooling no one else is likely to

espouse their cause with equal skill or effectiveness. This particular struggle for recognition of a priority may have to be fought out within the school itself and with individual pupils. Or it may be waged with local boards, employers or parents.

If you believe in education, decide what you think its priority rating ought to be and then stand up for it.

Man Power Expansion

At first thought it might appear that a nation of 130,000,000 has a fixed amount of man power; but this is not the case. There are millions of potential workers who, for one reason or another, are not yet sharing in this total war effort or are not doing the sort of work that represents their greatest usefulness. Enforced assignments of the civilian population are abhorrent to us all and must be avoided. But a great deal more thought should be given by individual citizens to choosing their best posts of service.

Right now, the paramount issue is that of growing and harvesting enough food. The present move toward victory gardens is both important and encouraging. It means an increase of man power—that is, of work performed—without calling any one from regular tasks.

Another vast source of man power that is available at the very season when the farmers need help, is to be found in our high schools. Part of this labor will be recruited and organized and properly supervised under more or less ideal conditions. But a much larger part will consist of individual boys and girls—and teachers—who volunteer to work for individual farmers. For city youths especially, it ought to prove a valuable new experience, yielding health and wealth alike. High school authorities will do well to assist in every possible way the proper placement of many students in farm work this summer.

We, the Geographic Morons

Bombs bursting in air and on land and sea in hundreds of widely scattered places must by now have exploded the belief that the Atlantic and Pacific Oceans constitute effective barriers behind which we can carry on our lives in safety and complacency. Yet it does not seem to have occurred to many of us that one cause of isolationism may have been the very limited knowledge of geography which our average citizen is blest with.

In our educational system, geography has long been treated as a grammar school subject; something to be gotten over by about the seventh grade and never taken up again except by those who expect to utilize it in some special way.

Every day the progress of this global war emphasizes the need not only for more information as to locations of battle fields, air bases, rivers, islands and key cities, but for an understanding by our people generally of those geographic facts and principles that so largely determine the characters and habits of nations. While we possess great natural wealth, we have begun to see that our country lacks the basic stuff of much that we normally consume and just now require in double measure.

Strangely enough the emergency program which the army and the office of education are urging upon the high schools as Victory Corps or Pre-Induction courses, is almost exclusively concerned with mathematics and machines and seems to sidestep languages and such social sciences as history and geography. A brief study of geo-politics may be incorporated in those twelve week training courses for officers. But the rank and file of our young men who are distributed all around the earth are without any background knowledge whatever of the spots where they are landed or their significance in relation to other spots. Of course they are learning some geography the hard way but only a smattering.

Geography, which includes a fringe of history and is a combination of sciences in any case, ought by all means to be continued over into high schools and colleges where it should be thoroughly taught by competent instructors.

Our enemies know full well the geographic goals they fight for. We Americans can no longer afford to think that we have mastered geography at the age of twelve. Our schools themselves should pull out of this rut before public opinion jacks them up.

Moscow More Amenable?

Someone has been coaching Stalin, the man of steel, on how to win friends and weaken Axis propaganda. He has pledged neighborly relations and freedom to Poland. He has turned from grumbling about a second front to praising the allied campaign in Africa and the bombings over western Europe. He has recently shown more tolerance of religion within Russia. And now—that capital of world revolution, the Third International, has been dissolved and Moscow ceases to direct the activities of communist elements around the globe. This last—if taken at face value—should allay many of those fears the Nazis have been stirring up to the effect that a Soviet victory would lead to revolution, chaos and communism in all lands. The menace still constitutes an uncertain element in the alliance with the Soviets. But the indications are that Moscow is becoming more livable.

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If religious people are not good, it is because they lack education. And if educated people are not good, it is because they lack religion. Both education and religion appear to be necessary for best results in human conduct.

WORK EXPERIENCE FOR STUDENTS

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HIGH SCHOOLS should take advantage of conditions created by the war to provide work experiences for pupils. The situation is almost ideal for meeting a need of adolescents which has been entirely impossible in the past. More than two-thirds of those enrolled in high schools are destined to become manual laborers, yet, until recently, only the vocational high schools were attempting to train youth for such work. In the traditional high school curriculum, students were offered courses which trained them for white-collar jobs or college, instead of for life and work.

The present goal of high schools is to make competent and mature adults of students as rapidly as possible in order that they may serve in the armed forces or engage in essential war work. Two definite changes have been made in high school education: (1) A marked emphasis on "growing-up." (2) Elimination of certain aspects of the traditional program and a greater emphasis on training of a practical nature. High Schools that have converted their programs to wartime purposes provide opportunities for actual work.

In order to emphasize certain points, the question and answer method will be used in the remainder of this article.

Why should practical work experiences be a part of high school training?

The home no longer provides sufficient work experiences for young people. Industry, particularly plants engaged in the production of war materials, does not have the time nor the proper organization for apprenticeship training. The biggest handicap of young people in securing and making progress in their first jobs, even in boom times, is their lack of experience. Therefore, the task of giving practical work experiences to young people must be left mostly to the high schools.

"Not only does training in work habits cultivate physical stamina and other qualities which develop with experience in concentration on physical labor, but it also provides for a need of adolescents which the schools have never been able to meet. . . . Work experiences should become a part of the education of every young person," says the American Youth Commission. Modern educators stress the point that high school experiences must be made the means of inducting most adolescents into adulthood.

How adequate have been the efforts of high schools to provide work experiences?

Most recent attempts to provide work experiences for high school students were through National Youth Administration projects. These experiences, when carefully planned and supervised, have been reported very successful, but reached only a small percent of students. There has been no general program of work experience for high school students.

The unrelated experiences which students have received in connection with shops, laboratories, school paper, club projects, "clean-up campaigns" and the like, have been entirely inadequate in preparing them for work. Experiences of rural youth have been more appropriate than those provided by town and city high schools. Two of the leading youth organizations of America—the 4-H Clubs and Future Farmers of America—have built their programs around a plan of work experiences for rural youth. The training for work of those who expect to enter industry and who have not attended a vocational high school is entirely inadequate.

How does the situation created by the war make it possible for high schools to provide work experiences for their students?

Someone has said: "The way to educate a man is to set him to work; the way to get him to work is to interest him; the way to interest him is to vitalize his task by relating it to some form of reality." If ever there existed a golden opportunity to set people to work and relate their tasks to reality, that opportunity is now.

In converting the high schools to wartime purposes, provision can be made for work experiences in the curriculum, in the extra-curriculum program, and in community participation. The program of the war-inspired High School Victory Corps offers a guide in substituting activities and work experiences for much of the program which heretofore has been dominated by theoretical and factual learning. The "Schools at War" program of the Treasury Department offers another plan for turning the efforts of students into purposeful activities. In salvaging paper, rubber, and metals; working in the home and on the farm; helping in civilian defense organizations; making Red Cross and First Aid supplies; repairing machinery, etc., students can secure work experiences related to the war effort which will stand them in good stead when they are ready for permanent employment.

During the summer months, the task of finding work experiences for boys and girls will be a simple matter. This should be planned

so that they may receive the maximum educational value. Recently President Roosevelt said: "The school authorities in all the states should work out plans to enable our high school students to take some time from their school year, and to use their summer vacations, to help farmers raise and harvest their crops, or to work in the war industries. This does not mean closing chool. It does mean giving older students a better opportunity to contribute to the war effort." And it might be added, that it means giving the high schools a better opportunity to contribute to the education of their students.

How might such a program be organized?

The local situation will naturally have a bearing on the best procedure for use in planning and organizing such a program. A committee might be organized in the school to cooperate with local agencies in arranging opportunities for work experiences. This group might make an inventory of all work in the community where opportunities are offered for students and serve as a kind of guidance committee in placing them. Or an employment bureau might be organized to help in the placement of students.

A committee of this kind or an employment bureau might become a very important school service. It might be made a means of furthering cooperation between school and community. The employment bureau could cooperate with the local branch of the U. S. Employment Service in placing students in jobs during the coming summer months. In schools with a well-organized guidance program, the matter of planning and administering a work experience program would be much more simple.

Will it be possible for high schools to continue the program after the war?

Perhaps with certain modifications and adaptations. The machinery set up could be changed to meet peacetime conditions. In the future, high schools should plan to do much more to provide work opportunities in the curriculum, extra-curriculum, and in the community. There are many ways in which they can provide experiences in actual work which will help boys and girls develop maturity and independence and acquire essential skills and habits.

Some of these are: Encourage families of students to provide opportunities for work. Stimulate individual students to develop work projects through their own inventiveness and resourcefulnes. Develop hobby clubs and activity projects which provide work experiences. Devise new methods of cooperating with industry and relating the program of the school more closely to the life of the community and its activities. Develop a guidance program which is effective and which will recognize the importance of work experiences. Of course, such a program will lapse unless school officials plan for its continuance, but it is entirely practical for high schools in the future to make work experiences a part of their regular programs.

Where may material be secured which deals with work experience as related to education?

United States Office of Education, Federal Security Agency, Washington, D. C.; American Council on Education, 744 Jackson Place, Washington, D. C.; Educational Policies Commission, National Education Association, 1201 16th St., N.W., Washington D. C.; National Association of Secondary School Principals 1201 16th St., N.W., Washington, D. C. Material published by the last-named organization will be found most helpful for high school use.

War's Effects on Children

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RESEARCH by competent psychologists is now becoming available to those interested in the wartime emotional reactions of European children. Similar studies are being undertaken in the United States, and it seems quite likely that the results will coincide with foreign studies.

Several conclusions can be drawn from a review of studies conducted in England:

1. The great increase in juvenile delinquency with its attendant individual maladjustments can be prevented or partially remedied if recreational and child-care facilities are sufficiently expanded. Instead of being reduced, these services should be tremendously increased, especially in booming war centers.

2. The most serious effects of the war on children are the indirect ones growing out of a break-down in normal home life. Substitutes for normal home relationships are essential if widespread maladjustment is to be avoided.

Studies of Russian children under war conditions serve to underline the conclusions to be drawn from the English studies. In addition, they are reported as stressing the conclusion that children take their cues for their own behavior largely from adults near and dear to them. Jittery, upset, maladjusted parents and teachers lead to jittery, upset, maladjusted children.

American reports of remedial treatment given to maladjusted refugee children from Europe serve to substantiate the English and Russian studies. In addition, the American investigations emphasize the value of a dispassion-

ate study of the war, its causes, and its course. Mere knowledge of what is going on seems to have both a preventative and a therapeutic effect. This conclusion is still further substantiated by informal reports from Army psychiatrists that disproportionate numbers of break-downs occur among Army recruits who are ignorant of the war. Knowledge of the war appears to be a stabilizing factor.

In summary, two major inferences for American education may be drawn from review of these studies of children in wartime:

1. All segments of society—including the schools as well as the community, the church, and the state—must bend every effort to provide stabilizing substitutes for the break-down in family life occasioned by the war.

2. The schools particularly should teach all children—in accordance with individual maturation levels—an understanding of the facts regarding the war, what it is, why it has come, and what is happening during its course.

WE SHOULD DISMISS HER—BUT HOW?

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I HAVE just returned to my office after conference with a secondary school principal. He has come to the decision that a teacher on his force should be dismissed. There is much evidence in support of his decision. Both the principal and the department supervisor have repeatedly reported extreme disorder in this teacher's classroom. I personally have found bad disciplinary situations at every one of my several visits to this room. All three of us—the principal, the supervisor, and the assistant superintendent—have found specific causes for her inability to control the situation. These causes have been pointed out to her without material results by way of improvement. In fact, she is not at all persuaded that we have put our fingers on the causes or that the things we suggest should be done. Really, she is not convinced that her classroom situation is at all bad. But it is very bad. It seems like an open-and-shut case. Three of us in direct supervisory capacities over her and her work are in agreement that that work is so definitely below acceptable standards that it cannot be further tolerated. If the supervisor and the assistant superintendent concur in the principal's recommendation that she be dismissed, it would seem that nothing more was necessary to justify the superintendent's move to make that recommendation effective.

Yet, it so happens that other things are necessary. They are necessary because 1) the laws of this state require them; 2) the rules of fair play indicate them; 3) the principles of good school administration demand them; and 4) the present state of the teacher market makes them necessary.

My conference with this principal was not at all to determine to what extent we were in agreement regarding the teacher's inability to control, to interest and to instruct her pupils. The reports of situations found in this classroom by different ones of us at different times were monotonously alike. My interest this morning was to determine how carefully the principal had complied with the laws of the state regarding the dismissal of teachers for inefficiency. Those laws require that a recommendation for dismissal shall be supported by a record of anecdotal evidence. What then were the records of the principal's visits to that classroom? Did those records include fact and incident of such a nature as to indicate that this teacher's work was definitely ineffective and of such a low standard as to justify her dismissal? Did they cover a sufficient period of time to force upon a disinterested party the conclusion that poor work was the regular order in that classroom? Were they clear recordings of factual material or were they beclouded by expressions of opinion? Did they show an objective viewpoint or did personal feelings enter in to color them? People who prepare for teaching and have been employed in that work should not lightly be dismissed. The laws of our state are wisely designed to prevent just that.

But far more important, in my opinion, than the legal requirements involved is the simple matter of fair play. In investigating this second point in the situation at hand, I must ascertain not only that the records have been assembled and set up in prescribed legal manner and kept in proper fashion but also that the teacher concerned has been kept fully informed of the fact that they were being assembled and that the contents were definitely unfavorable to her. Anything less is unfair. In his supervisory capacity it is the principal's duty to evaluate the work of his teachers. It is the teacher's right to know what that evaluation is and to be informed regarding the

evidence on which it is based. As was noted above, the teacher in question is not convinced that her work is below acceptable standards.

Since the principles of fair play and those of good school administration run quite parallel, if indeed they do not completely merge in their requirements in such a case as this, I shall pass on to the third point.

The principles of good school administration require that the highest standards of professional ethics be observed by a school administrator. This is particularly true in the case of a teacher whose dismissal is contemplated because of inefficiency. Every move in a situation of this sort must be characterized by complete fairness —even kindliness—as well as complete candor and honesty. Moreover, the principles both of fair play and good school administration require that every reasonable effort be made to bring the failing teacher up to acceptable standards in her work before any thought is given to the matter of dismissing her.

At this point in the conference we came upon the most unattractive and distasteful phase of a supervisor's work. What were the principal's records of conferences with this teacher? In those conferences had he pointed out definitely and specifically the things which he believed were causing her to fail? Had he indicated to her the things which proved to him that she was not in control of the situation? Briefly, had he given her full information regarding the evidence which she was accumulating in his office against herself? In addition, had he suggested remedial procedures? Had he listed professional reading calculated to improve her standards of teaching and aid her in attaining those standards? Had he called her to his office to discuss her work, thereby gaining the psychological value of a real conference? Or had he spoken to her casually as he was leaving her room at the end of a classroom visit? And finally, had he provided her with a carbon copy of the written report of the things he had seen in her room? I was not surprised to find that these things had not been done.

I am impelled to write about this case because it is typical rather than unusual. Principals generally seem reluctant to call teachers to the office to discuss the work of the classroom, especially if that work merits criticism. The reports of tenure cases appealed to the chief educational officer in this state abound with instances of faulty preparation of evidence and, by the same token, of unfairness to the teacher. In view of the fact that authorities on supervision all stress the importance of the teacher-supervisor conference as a means of improving instruction, it is astounding to find how frequently even well-trained principals and supervisors neglect it. (On second thought it occurs to me that "neglect" is not the word. "Shy away from it" is a more accurate statement.) Why is this?

Of the several reasons which might be noted, the one already cited is probably the most impelling. It is a disagreeable task in many cases. But it need not be. If a principal is careful to divest himself of personal feelings regarding the work of the teacher while retaining feelings of friendliness, frankness and fairness toward her as an individual and if he exercises care to conduct the conference on a basis of strict sincerity and honesty, he will soon find that he can approach with equanimity the business of criticizing a teacher's work and even of telling her that he must recommend her dismissal. And what is of greatest importance, once such a recommendation has been made, is the satisfaction that comes from the realization that every step of the process of arriving at and making that recommendation has been characterized by honest motives and fair dealing.

Finally, may we consider in connection with this case the demands of the teacher market as it exists under the stress of war. We hear much of salvage these days. We are learning in a very practical way that waste of any sort is both unpatriotic and unwise. No sooner do we discard something as useless than we find a very definite need for it. That is just as true in the case of teacher personnel as in any other. The shortage of teachers is acute and threatens to become much more so. The moral is obvious. Until we in supervisory capacity have exhausted every means and expended every effort to bring the work of the failing teacher up to acceptable standards, we are in no way justified in thinking of dismissal. Any other course may result in tragic waste.

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A few years ago we considered dismissing a teacher. Principal, supervisor, assistant superintendent and superintendent were all agreed that the best interests of the school would be served by her resignation. A check through our established procedures revealed some weaknesses in our case. We had not been as frank and as fair with her as the situation demanded. We had not made her as fully aware of her failure as candor and honesty dictated. We had not suggested in specific manner professional reading that might help her. So we had to wipe the record clean and start all over. Starting again at scratch we had to make conscientious effort to help her—to save her to the profession. Her classroom, formerly riotous and disorderly, now presents an atmosphere of quiet and serious effort; formerly barren and unattractive, it now presents an attractive and interesting appearance. We no longer talk of her in terms of dismissal. Her case is our classic example of the importance of checking the processes by which we have arrived at a decision to dismiss a teacher; our constant reminder of the importance and the satisfaction of salvaging a member of our profession.

GETTING AND GIVING INSPIRATION

GEORGE W. LYON

IN THE teaching profession more than any other, it is often necessary for one to ask himself, "Whence comes my inspiration?"

What morale is to the soldier on the field of battle, inspiration is to the teacher in his daily round of duties. And this inspiration—truly an "in breathing"—is even more than morale, because it is a two-way process of in-take and outgo. The teacher, even as the minister and the priest, must be a source of inspiration to others, and molding the minds and lives of the young is a task no less important than shaping the spiritual life. Indeed, it is probably true that the best groundwork of the church is laid in the school. We find abundant proof of this in the fact that from the very beginning of our nation the church and the school have been partners in education.

If the teacher is to be a giver of inspiration, he must in larger measure be a seeker after the same, since he can never give out more than he has absorbed. He must always have a reserve margin to be drawn on as necessity may arise. One may liken this reserve power to the two hundred thirty-one cubic inches of residual air always in the lungs, air that might mean one's life saved in a pinch.

Many are the sources from which a teacher can draw inspiration, and chief of all these is an abundant, well-rounded life, a life that is lived fully and in harmony with nature, society and environment. To begin with, the teacher should have had a full and rich period of preparation including both instruction and discipline, under capable teachers whose very minds were wellsprings of inspiration. All this is a kind of mental incubation period to give the prospective teacher guidance, direction and confidence at the start of his career.

But with the best of preparation, a young teacher will always have to face his own peculiar problems, unexpected situations that arise from time to time, and matters of management and discipline that often require the best mature judgment for their solution. It is at such times that the young teacher needs interested, understanding and sympathetic advice and direction from an older teacher on the faculty or from his principal or the superintendent. Fortunate, indeed, is the beginning teacher who has a principal or a superintendent with broad sympathy and human understanding fitting him to be a wise counselor, confidant, and friend. The human-interest element present in a person who can always be looked up to as guide, philosopher and friend, must ever be the best source of direct inspiration.

Professional reading of books on educational theory and practice, and the reading of current educational journals afford a means of inspiration only less important than direct contact with those whose age, training and experience have fitted them to give aid and advice.

When I visit a physician's office and notice that he reads "The London Lancet," "The Journal of the American Medical Association" or similar professional journals, I am inclined to have confidence in his ability, because I know he takes these and other medical journals to keep abreast of his profession. In like manner, a good lawyer must study decisions handed down in various state and Federal courts, and become familiar with important cases that have established legal precedents. All this is characteristic of the spirit that dominates the learned professions, and teaching should be no exception.

Let the young teacher early form the habit of doing regular professional reading relating to both the theory and the practice of teaching. I shall always remember with gratitude and satisfaction the aid I received as a young teacher from reading "The School Bulletin," then published by C. W. Bardeen of Syracuse, N. Y., whom I later came to know personally. It was he who first accepted and printed a short contribution of mine, "Educational Aphorisms." I like to think of Mr. Bardeen as contemporary with the late Dr. A. E. Winship who was for many years a vital and very human source of inspiration for thousands of teachers. No small part of Dr. Winship's message of inspiration to teachers was carried in the pages of THE JOURNAL OF EDUCATION which he so ably edited for many years. "The School Bulletin" of my early memories is no longer published, but THE JOURNAL OF EDUCATION, under the able editorial direction of Mr. Belding, is today a lively alert medium, presenting the best in modern education, and serving it up with human interest, sympathetic understanding and inspiration.

And now a final word on the question, "Whence comes inspiration?" Let me make it in the nature of a suggestion to teachers who may feel that they have something useful and stimulating to offer their fellow teachers. Get all the inspiration you can, but in getting do not hesitate to give in return. It will be good for your professional growth to put your ideas into writing. As Bacon said, "Reading maketh a full man, writ-

ing an exact man." More than that, writing will make an "exact" teacher—and our schools could use more of these. An occasional contribution to an educational journal will do more for a teacher's professional spirit than almost anything else, so try a little writing on the subject nearest your heart or your experience. Do this and pass along a bit of inspiration to others.

A CASE OF "GETTING ALONG"

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Kalamazoo

I WAS standing on the corner, waiting for the bus. A student, with whom I had barely a speaking acquaintance, was just passing by, probably headed for a late afternoon class. From across the street a woman faculty-member, seeing him, smiled and nodded; he waved at her in reply. He did not so much as touch the hat he was wearing at a rather rakish angle. Then he remarked to me as he passed, "Me 'n' her gits 'long purdy good."

The lady in question, as I happen to know, is an excellent teacher. She is also a warm-hearted, tolerant person, the kind of college instructor who will go out of her way to help or encourage a student at any time. People of that sort, as everyone knows, are sometimes imposed upon. Occasionally they give the benefit of the doubt to someone who does not deserve it. Yet this colleague, I have discovered, is very discerning in her appraisal of the young people with whom she deals. They may take advantage of her kindness, but as a rule they do not deceive her for long. At any rate, I was annoyed at seeing her treated in such an off-hand manner. The incident, I thought, was fairly clear evidence as to the student's degree of sensitiveness to the fitness of things. I decided to find out more about him.

Now I believe that I know what "getting along" with her meant in this case. I am quite sure that the student's impression upon her was far less flattering to him than he imagined. What I am concerned with here, however, is my own independent judgment of the student, and the significance of his casual remark to me.

Now and then it does happen that a person's free expression will imply definite and reliable information concerning him. When he is uninhibited, and is not acting a part or trying to make an impression, he may show by a chance remark just how he habitually reacts. A stray sentence which he drops in this way may even be so thoroughly typical as to be something like a summary and symbol of his usual attitude, something which registers rather accurately the tone of his inner life in general.

"Me 'n' her gits 'long purdy good." For the abuse of English, there you have the supreme achievement beyond which it is impossible to go; not a single item is handled correctly. Absolutely nothing about it is right. Compared to that, solitary faults such as a double negative, a dangling participle, or a pronoun of vague reference, would seem mere trifles. No opportunity for error is wasted.

No doubt many traits of a person's speech-habits may be fully understandable only in relationship to the sort of environment in which he has lived. For instance, the profane and more or less obscene language in the well-known play *Tobacco Road* is readily recognizable as simply the customary manner of expression in the social *milieu* depicted therein. These people are using the kind of words which they have always heard spoken about them, the only kind of speech that they have had occasion to learn. Profanity, for example, does not "mean" the same thing to them as it would in what we might consider a "normal" American family. In short, the language of any one of them would not in itself be a reliable indication concerning him. The case is by no means the same, however, with a person (of whatever original "background") who has had all the daily contacts and opportunities included in grammar-grade, secondary, and collegiate instruction, and who *still* habitually uses the language of the lowest levels of illiteracy.

What gave me the most food for thought was the manner in which this locution was uttered. The young man said it quite comfortably, with an air of complete self-assurance. He was not trying to be funny, just being himself without a trace of self-consciousness. He seemed to be as completely extravert as anyone could very well be, a person uninhibited and undisturbed in his social conduct by inner controls, standards, or ideals.

Partly by mere coincidence, I had occasion to see him engaged in various activities from time to time. Trying to judge him as objectively as possible, I found that his ways of doing all sorts of things matched very well with the way he handled language. For instance, there was his manner of driving a car. He could have passed any driver's test without much effort. In fact, as I learned afterward, he

had once been employed as a taxi-driver. He knew all the tricks, and could "get by with" anything in traffic; in case of an accident, he had no trouble in making it appear that someone else was to blame. But he showed no noticeable consideration for the rights or the good opinion of others. What struck me most was that he had no pride. Perfectly able to drive accurately, he ordinarily drove in very slovenly fashion.

Then there was the matter of his personal appearance. So far as I know, he was not cramped financially, and his clothes were sufficiently expensive, but it was evident that he took little care of them. He was the sort of person who uses a tooth-pick publicly and then carries it in his mouth for an indeterminate period following a meal. He had a habit of whistling softly through his teeth a good deal of the time. If that disagreeable mannerism got on the nerves of people about him, he would merely be slightly amused.

His high-school record, on the face of it, is not especially revealing. I suspect that there, as usual, he "got by," and that is probably all he was interested in doing. He had received credit for two years of Latin—with grades of "D" for the second year. Otherwise he had succeeded in avoiding subjects which involve cumulative mastery of complicated material over a protracted period, as is the case with mathematics or a foreign language; in other words, anything which he studied in his senior year he might about as well have studied as a freshman. It was a collection of odds and ends, but he had the required number of units. His marks were never high, but he managed to avoid failures. His record did not permit recommendation for college, but he was graduated from high school. Several years later, mainly on the strength of his age, he was admitted to college on trial. So once more he "got by."

On the surface his college record looks surprisingly good; the average of his marks is nearly a "B". The choice of subjects, however, is enlightening. His highest marks are in the least theoretical courses in physical education. For the rest, he went in mostly for "social science," but only for the part of it that is least truly social, namely the sort of courses in economics which deal with "objective" problems; he did not devote himself to history. He avoided all studies which might be considered "cultural," everything which represents disinterested intellectual pursuits, or discipline of the mind. He remained four years, but failed to receive a diploma, principally because he would not fulfill even the minimum requirements (though they were reduced still lower for him as a special concession) in literature and language. In the one literary course which he undertook, he received a mark of "incomplete," and this he allowed to lapse into a failure.

Nevertheless the world would classify him as "college trained," and I think he has a right to call himself a "college man." Plenty of students have been graduated with no better credentials. If he is an unworthy representative of his school—of any school which he may ever have attended—then he is certainly not the only one to blame.

No doubt many causes combine to bring about the curious phenomenon that such crude specimens should be allowed to pass for "educated" people. In this case, however, so far as I can make out from incomplete evidence, an important contributory cause is the sentimental exaggeration of a modern pedagogical theory. What I have in mind is the notion that youngsters must not be made to "feel inferior." Now, when it is intelligently applied, this idea represents the finest wisdom in teaching. It means that a timid child, instead of being increasingly awed into silence, introversion, discouragement, and perhaps despair, is encouraged to develop the latent abilities which a kindly and wisely intuitive teacher perceives that he really has dormant within him. Seeming miracles have been wrought by just such means. Especially, as I understand it, a boy or girl should be prevented from "feeling inferior" because of a handicap which *cannot be removed*. An irremediable physical deformity, the fact that a pupil is of a different race from that of his associates, or the fact that some misfortune has fallen upon his family, should not be allowed to discourage him from making the most of what opportunities he has. On the contrary he should be stimulated to compensate for such handicaps, and there are plenty of marvellously inspiring examples to show how much can be done in spite of what would be considered a terribly "poor start in life."

As I see it, however, the great mistake is the sentimental weakness of applying such a theory without discrimination. There are young people who, far from requiring such treatment, need something more like the opposite. They have no incurable disadvantages, no obstacle which they could not perfectly well overcome. Nor do they suffer from any excess of timidity; they are only too sure of themselves. The greatest kindness that can be done to them, in my estimation, is to make them see clearly that their conduct *is* inferior, as a first step toward the improvement of which they are altogether capable. How can we expect them to do better, if we allow them to continue taking for granted that they are "doin' all right"? Their undeserved success is unfair to them as well as to others; it prevents them from having an opportunity to become *really* educated.

"Me 'n' her gits 'long purdy good." It is not difficult to infer which of the two parties is making the adjustment. Perhaps in this case the teacher felt that it was too late to make any difference, and maybe she was right. But evidently there had been far too much of such "getting along" with

this lad during all his years of schooling. Instead of "adjustment," what it amounted to was an abject surrender, a weak betrayal of the values which teachers have a peculiar responsibility for preserving and effectively transmitting to the youth in their charge.

This particular sample of linguistic barbarism is of importance only as a symptom, an indication, a symbol of a whole attitude or series of attitudes toward language, toward schooling, toward civilization in general. In view of such an end-product, what a huge farce four years of English (or anything else) in high school seem to be. Yet this young man had official "credit" for no less; moreover, he had received a passing grade for the required year of freshman rhetoric in college. Indeed, he did not fall so very far short of qualifying for certification as a high-school athletic coach. Had he reached that goal, he would have been eligible for the kind of position on a high-school faculty which carries most prestige and influence among the students (besides being one of the best paid). Then he would doubtless have helped to inculcate his brand of "English" (and of other elements of behavior) in another school-generation, perhaps more effectively than his colleagues could teach them the real thing.

To be sure, he was not honored with a college diploma, but that, in my opinion, is a fact of relatively small importance. He was allowed to remain in college, under no apparent stigma, for four full years, seemingly "doin' purdy good." Yet that is not the important point either, in my opinion. Nor am I contending against his receiving a diploma from high school, though I think that is absurd enough. What I do seriously suggest is that it is simply ironical for such a youth to be *in* high school at all (if "high" school means anything), or even in any of several grades preceding high school—without the doing of whatever might be necessary to iron out his crudities. That might have been a tough assignment for some poor teacher, and it would have required solidarity among the school personnel, with no members too easy to "get along with." But unless or until such problems can be handled, and *are* handled, at the proper time, some of us are going to wonder what "guidance" is all about.

"WAR WORKERS, INC."

MARY W. BROADMAN
Teacher in Public Schools
Perth Amboy, New Jersey

OUR schools constitute a vast potential source of war work that many educators believe is just beginning to be utilized. At the same time, there are many who claim that so much war work is being done in the schools that teachers no longer have time to teach or pupils to learn. Can not both be done at the same time? Can not each objective reinforce the other and both be attained in greater degree and with better results if they are employed together? Children, even more than adults, need a sense of belonging, a feeling of helping to safeguard and preserve our freedom today, and participation in the war effort helps to provide that feeling.

To those who object that education should not be interfered with, that it should not be sacrificed in the present emergency, the project described below offers proof that utilizing the classroom and the school program to help our war effort need not impede or sacrifice education. On the contrary, better learning may result at the same time that patriotism, and desirable morale as well as the concrete materials needed to wage war, increase. The following tells how one class went "all out" to help win the war, how it converted its entire program to war work and how not only the three R's but all the other subjects that a modern school program includes were learned at the same time.

At the beginning of the term, the pupils of Room 200 had organized a club which they called, because of the many groups and interests represented, "The Sixth Grade Variety Club." As the year progressed and as the events occurred that led up to that Dec. 7th "that shall forever live in infamy," the interests of the club narrowed to those dealing with the war and our war effort. In February the club voted to change its name to War Workers, Inc. At the same meeting, the teacher applied for and was elected to the position of general director. From then until the end of the term, Room 200 was the headquarters of War Workers, Inc., and every phase of the school program was related to the work of the organization.

For instance, in arithmetic, records, graphs and charts were made to show their progress in the sale of stamps and in the various drives they took part in. As a basis they had to learn about percentage, volume, and fractions—and to be accurate. In spelling, besides the regular sixth grade word list, they

studied the vocabulary needed in their correspondence. Their English periods were devoted to meetings, writing the many letters* necessary to their work, making telephone calls,† writing stories and reports, and correcting any mistakes made in speaking. At one meeting, during a discussion about the tin can salvage drive, they voted to do something about it. They sent a committee to the principal, who advised and encouraged them; they wrote letters which they had their parents sign, and they started collecting and preparing cans. During another meeting, a suggestion was made that a meeting of the organization be held before a school assembly sometime in June. The suggestion was promptly moved, seconded, and carried, and a good part of the subsequent English periods were devoted to preparing for this meeting.

The theme of their health lessons was "Good Health Makes Good Workers"; in history, since workers need relaxation, they made a movie; for reading, they brought their library books and read for pleasure; in geography, they learned about our allies and our enemies; in music class they conducted a song writing contest and adopted the winning song, "War Workers' March," as their organization's song; even their assignment board became "Memos to Workers." How art, manual training, cooking with its emphasis on cooking and eating for health, and physical education with its emphasis on sportsmanship and fair play, and with its competitive games, fitted into the work of this defense plant, is of course obvious. In June they held their open meeting at a school assembly. They had invited the superintendent, their supervisors, the mayor, the chairman of the city salvage committee as well as their parents. It was for the class what the presentation of the Army and Navy E is to industry today, and they, too, had their picture in the newspaper.

The minutes of that meeting, as written by the secretary, as well as a copy of their war record, will serve to illustrate and clarify the work of this classroom organization..

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"A meeting of War Workers, Inc., was held in the auditorium on June 3, 1942. To open our meeting we sang the "War Workers' March." The secretary read the minutes. George M., the treasurer, reported $3.19 in the treasury. Reports were given by the committee chairmen as follows:

"Anna L.: We have folded four cartons of compresses.

"Patrick H.: Several members of our organization are making airplane models. We hope they will make them for the government in the 7th grade.

"Raymond W.: We have collected and prepared 24,960 tin cans.

"Rosemary S.: We have contributed 38 cans of food to the Shull School Emergency stock.

"Martina H.: Since the sale of stamps began, our organization has invested $6745.15 in war stamps. 100% of our members have bought stamps.

"Louis P.: We have contributed $6.72 to the Red Cross. We won second place in our school.

"Andrew B.: We were the highest in the March of Dimes and the Anti-Turberculosis fund.

"Emery F.: We have contributed $3.78 to the Robert Arneson Memorial fund.

"Stanton L. suggested we take the money that is left after we have our June party and divide it among the China Relief, Russian Relief, Red Cross, and the U.S.O. Frank G. seconded the motion.

"Mary Ann P. thought we wouldn't give much to each drive but Frank pointed out that it doesn't matter how much you give, but the idea is to be behind the drives. Robert M. told the club he had heard on the radio, one dollar would clothe and feed a Chinese child for a month and ten dollars for a year. He thought it a good idea to give one dollar to the Chinese Relief. Stanton and Frank agreed, and the amended motion was passed. Margaret L. told the club of a story she had read in the Readers' Digest about what one couple was doing to help win the war.

"At the suggestion of Rosemary we took the following pledge: 'I promise on my honor as an American, to fight the sixth column by doing the following: 1. I will ask "where did you hear it?" 2. I will try to trace the story to its source. 3. Above all, I will not spread it.' After that pledge, we pledged allegiance to the flag. To close our meeting we sang the first and third verses of the Star Spangled Banner. The meeting was then adjourned."

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We kept a war record listing the material accomplishments of the group. Not listed was the learning of the school subjects that accompanied and made them possible. Also not listed were other objectives of equal, and perhaps greater importance, that are frequently overlooked. Among these are courtesy, patriotism, leadership, and a fine spirit of co-operation, friendship and unity. Inspired by their desire to help win the war, motivated and spurred on by the encouragement and interest of public officials as well as of principal, supervisors and superintendent, boys and girls of German, Hungarian, Polish, Portuguese, Italian, and American born parents worked together in understanding and harmony. United in a common cause, they were more truly and more consciously than before, Americans all.

The members continued their work during the summer and carried on their organization as an extra curricular activity the following term.

* They bought stationery and had their business heading stenciled on it.

† There was a disconnected 'phone on the desk. Pupils would call the newspaper office, the office of the salvage committee, etc., on this, then repeat the call at home and report results the next day.

WORRIES INVADE THE CLASSROOM

MILDRED SANDISON FENNER
Journal of The National Education Association
ELEANOR FISHBURN
American Red Cross

"SOMEBODY'S yellin' at me all the time," muttered ten-year-old Jimmy, as he left Miss Brown's desk. She heard him and was ashamed of her sharp reprimand of a few seconds before.

The wonder was *not* that Miss Brown had let the few cross words to Jimmy escape her, but that she managed most of the time to be cheerful and sympathetic. The weeks had been long and anxious since she and her mother had been notified that her aviator brother was missing. Her mother had collapsed, and the illness which folowed was an expensive one.

With two people living on one salary of $900, illness is a luxury. Anxiety for her brother, her mother's shattered nerves, worry over mounting doctor bills and a static salary and soaring living costs made sleep an elusive mirage.

Then school work was hectic, too. The new Three R's—rationing, registering, and raid-practice—along with salvage drives and the selling of stamps and bonds—in addition to the old Three R's and the rest of the crowded curriculum, plus a first aid class she was teaching each Wednesday night, were exacting a penalty of her nerves and patience. But she had not intended that Jimmy and her other pupils should pay that penalty with her.

"Jimmy," she said as the closing bell rang, "could you stay for just a moment after school?"

"Might just uz well," he shrugged indifferently, "haven't got any place to go till bedtime anyway. Mom's got a job now in the Arms Plant."

The conversation with Jimmy that afternoon opened new vistas of understanding to the teacher. With no place to play, with irregular meals at the corner drugstore, with both parents tired and irritable and "always yellin'" after a hard day's work, Jimmy had enough grievances to make him troublesome at school!

As she walked home from school, Miss Brown wondered how the other children in her room were caught in the war maelstrom. "There's Billy, whose dad is in the Army and . . ." Investigation the following week revealed that of her 41 pupils in the suburban community, 17 had both parents working, nine had a father in the service and a mother working, five had mothers who were doing volunteer work which took them away from their children in the evenings, 20 had brothers or other relatives in the service, 10 were doing the cooking for the family and taking care of younger brothers and sisters, 12 had many hours in which to entertain themselves without adult supervision, and three of these had no yard in which to play at home and no park or playground near. One boy had a little sister who stayed locked in a parked automobile all day until he came home from school to take care of her.

Miss Brown's findings fit in with a larger national picture. She read that in Oakland, California, a survey of two blocks revealed 64 families with 92 children and every parent engaged in the war effort. In Tacoma, Washington, a survey of school children showed that there were 4000 children from 6 to 14 with both parents employed. Four thousand sixty-eight mothers of 7764 children in St. Louis were found in a survey to be employed in war industries. For 2563 of these children there was no provision whatever.

Here, decided Miss Brown, were veritable casualties of war. The children, the nation's most valuable resource, were being injured by the war effort. She couldn't help the children in Oakland or Tacoma or St. Louis, but for her own 41 she could and she would make a positive and constructive contribution!

She would start by being more patient with Jimmy.

Then there was Marjorie, who stopped at neither exaggeration nor untruth to impress her hearers and center attention upon herself. Guessing that the child's craving for notice came from a feeling of insecurity and a belief that no one cared about her because her busy parents took no time to express their interest, Miss Brown resolved to fill in the void. She made a point of complimenting Marjorie upon a new dress, or calling to the class's attention the neat arithmetic the girl had handed in. Marjorie's demands for attention at any cost became fewer.

With Sally, recovery was not so rapid. When the child's grandmother died, Miss Brown tried to comfort her, but Sally's grief did not assuage with the passing of time. Then one day Sally broke down. "My grandmother was the only person who ever listened to me. There isn't anyone now." But somehow, after that, she found that Miss Brown always had time to hear about the new kittens at home or the birthday present she was making for her sailor cousin or to exclaim over the V-mail letter from that cousin.

Billy Clark was a lonely little

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boy who felt sorry for himself. After talking with his mother, Miss Brown could see why. The father had enlisted, which to Billy's mother made the war simply an interference with the plans and future of the Clarks. With Billy, Miss Brown's problem was to broaden his horizon, to awaken an interest in the plight of children in the war-torn areas, to lead him to see his father's part in a world at war.

Hugh's grandparents, with whom he lived, were trying to shield him completely from the effects of the war. He lived in a world of books, but emerged distressed when the other children discussed the war or when he saw screaming newspaper headlines. Miss Brown talked with his grandparents, but could not convince them that strength comes from overcoming, not by avoiding. She appointed Hugh chairman of salvage collection for the room and awaited his grandparents' reaction, which eventually came in the grudging admission that "it hadn't hurt Hugh none and might even uv helped him."

Benjamin needed no spur to face reality. His conversation was blood-thirsty. His long hours of unsupervised play were devoted to hair-raising games of "killin' Japs and torturin' Germans." His older brother belonged to a gang which was breaking into parked cars, a thrilling pastime into which Ben hoped soon to be initiated. Miss Brown attempted to provide wholesome school activities which would carry over into Ben's out-of-school hours. Perhaps miniature airplane construction would become an absorbing hobby.

Diplomatic probing was necessary to reveal the cause of Gretchen's isolation and loneliness. A whispering campaign had been launched by one of the children: "She's a Nazi, I bet. She's German and probly a fifth collamist." To the children this was international mystery and glamor. To Gretchen it was torture. Miss Brown worked toward the goal of impressing upon the children the need for tolerance and understanding, the necessity for rejecting idle rumors and examining propaganda—all this with no mention of Gretchen.

As the months went by, Miss Brown's mother's recovery was slow, and no word came about her brother. Worry and sorrow still permeated her home situation, but in attempting to lessen the hurt of war upon children, she found satisfaction, almost happiness.

"I have only done what I did in peacetime," she told herself, "but somehow with a new awareness of my children and their needs."

There were many things she could not do, of course. She would have liked a smaller class size, so that she would have more time to devote to each child, but with teacher shortage increasingly acute she made the best of her overcrowded situation.

Eventually her school cooperated with the U. S. Office of Edu-

cation and the Children's Bureau in the setting up of all-day school programs—before and after school, Saturday and Sunday, and on vacation—for boys and girls five to fourteen years of age, and preschool provisions for younger children. Miss Brown felt as though at last the school and community were beginning to meet the wartime needs of the pupils. When the school assumed responsibility for the children's after-school hours, her own opportunities for helping them increased rather than decreased.

And then one day Miss Brown received notification by the Civil Service Commission of a position which was offered to her on the basis of an examination she had taken several years before. The salary was $2000—over twice what she was making after eight years of school teaching. On this salary, even in expensive Washington, she would be able to make a dent in the still accumulating doctor bills.

True, the Washington job might last only for the duration. But then what security had she in her teaching position? There was no tenure or retirement, and she had seen one of her colleagues unjustly dismissed only the year before.

The call to Washington seemed irresistible. Then she thought of Jimmy, who seemed better able to bear the "yellin's" at home now that school was a happier place to be, of Marjorie who was more interested in helping Gretchen with her arithmetic than in attracting attention to herself. She thought of Benjamin whom she still had not been able to reach, since making airplanes had not proved as fascinating as looting cars. These children, and those who would come into her classes next year and the next needed her.

"Only an idiot or an idealist would stay in the schools under these conditions," she thought. "The sensible thing is to take the government job. But well-trained teachers are hard to find these days, and my successor won't have made the plans I have for helping the children. Which reminds me—I must talk with Hugh's grandmother this afternoon."

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And the decision was postponed until the morrow . . .

THE VICTORY CORPS FACES THE FUTURE

FREDERICK D. BECKER

SOME day the war will be over. What then will happen to the High School Victory Corps? Will it go the way of price control, rationing, and other of the many emergency measures which are so vividly stamping the impress of war on our civilian life? Or will it continue, in some form not yet clearly perceived, to play a dominant role in the curricular organization of our schools?

While one cannot prophesy with any degree of assurance as to the details of the post-war educational picture, certain fundamental trends are now apparent which will undoubtedly determine to an increasingly large extent the broad outlines of the future. Indeed the war may be said to have acted as a catalyst in clarifying and bringing into sharp focus certain deficiencies in our educational system which have long existed, but which have been receiving inadequate attention.

In this industrial age few educators would deny, for example, that far more attention needs to be given to vocational education—to the occupational aspects of mathematics, science and the manual arts. The war has certainly highlighted this need. Likewise the emergence of the airplane as perhaps the dominant scientific and social development of our time has emphasized the inadequacy of our teaching of geography in terms of a three-dimensional world. Again, the relegation to the past of isolationism as a way of thinking and a way of life for Americans has underlined the need for readjustment and reemphasis in our teaching of American history, problems of democracy, and international relations. Other deficiencies emphasized by the war are to be found in the fields of arithmetic, health, and citizenship, to name a few. These deficiencies must, as we are beginning to realize, receive the active attention of all educators if education is to meet its wartime responsibilities. They must be remedied, now, if education is successfully to measure up to the conditions which will prevail in the post-war world.

These are some of the visible currents in today's educational stream. Is the Victory Corps something else again? Are its aims and objectives entirely apart from or at variance with the long-time, basic needs which have been highlighted by the war? We think not. To a large extent, the objectives of the Victory Corps program dovetail extremely well with the long-time objectives for our schools now advocated by far-seeing educators. This being true, are we not failing to see the wood for the trees if we dismiss the Victory Corps as merely a visionary and somewhat impractical organization for the emergency only? Once established to meet the needs of education in wartime the objectives of the Victory Corps will need but slight readjustment and reemphasis to meet the needs of the peacetime civilization to come.

How clearly do teachers see these deeper implication of this "wartime" organization? Perhaps we can tell from a consideration of the objections they have raised to it. These objections were analyzed

by Charles I. Glicksberg, in his article, *Teachers Face the Victory Corps,* which appeared in the February issue of THE JOURNAL OF EDUCATION. As was to be expected, the Victory Corps has been widely accepted and is being put into practice in thousands of high schools all over the country. For this is war, and education, no less than any other national agency, is anxious to do its part. But the enthusiasm with which, in the main, it has been received has not been unmixed with considerable hearty criticism. Not only was this also to be expected, but, this being a democracy, it is to be encouraged *if* the criticism is sincere, reasonable, and honestly set forth for public discussion.

What then *are* the objections which teachers have raised to establishing the High School Victory Corps in their schools? Mr. Glicksberg very ably summarizes them under four principal heads: 1) Fear of Change; 2) Occupational Resentment; 3) Suspicion of Militarism; and 4) Curtailment of Democracy. Are these objections valid? Do they indicate a clear perception of the problems that education faces today and will face in the immediate future? Let us analyze them in somewhat more detail than Mr. Glicksberg has done.

The first main objection, the fear of change, is in all probability the most widespread, human nature being what it is. As Mr. Glicksberg says, "There is nothing some teachers distrust and dislike more than major institutional changes. Accustomed to the professional routine they now follow, they are afraid of the unknown, the incalculable. Once these changes are set in motion, who can say what will happen to our educational system?"

The answer to this is—what will happen to our educational system, and all it stands for, if some of these changes *are not* set in motion? Education is not and never has been a static, immutable edifice. It has always been a moving force; a tide which flows with and as a part of our changing civilization. Unfortunately, it has often moved too slowly and too late. Forced into change by the changing civilization of which it is a part, education has usually been the guided rather than the guiding force. But change it always must or be discarded as a useless impediment to progress. Today, with our civilization rapidly shifting to meet the demands of total war, education must change more rapidly and to better purpose than ever before. Now is the time for our schools, under their own initiative, to show that they have the foresight and the courage to move with the times, to play a real part in meeting the world crisis.

The fear of change, then, while a natural enough aspect of human nature, has no place in education. It is a very real danger which must be overcome if our schools are to be a living, guiding force in the national community. And those who denounce the Victory Corps because it involves changing the curriculum are in for a rude awakening one of these days!

The second main objection to the Victory Corps stems, says Mr. Glicksberg, from occupational resentment. This is a very natural reaction in teachers who find themselves "on the spot," because of impending major curricular adjustment in their school. As a human reaction it is not unique either to the present situation in the schools or to the field of education alone. As an honest, constructive criticism of the Victory Corps program, it is completely invalid.

Of course, one can easily appreciate the fact that, as Mr. Glicksberg says, "Each teacher feels that he has a vested interest in his particular subject, be it French, or art, or economics, or bookkeeping," and, should the Victory Corps be established in his school, the necessary overhauling of the curriculum might deprive him of this vested interest. One can understand this feeling without necessarily recognizing it as a valid objection to change. Naturally, some radical dislocations are involved in adjusting the school's curriculum to meet the tremendous impact of war. It is so in every field of endeavor. But whether these dislocations need be permanent or even, in many cases, for the duration, depends not primarily on the subjects involved but to a large extent on *the teachers of those subjects.* Certainly the courses mentioned above have, and will always have an important place in the curriculum. Others may have to be restricted temporarily. A few may have to be dropped. If they are, should not much of the blame fall, not on the fact that education is changing a little more rapidly than some would like, but on the inability of the teacher to bring his subject into line with the needs of young people who must live and get along in the world as it is today? Such a vested interest is well lost, for education as a whole and for the individual as well.

What of the third major objection—the suspicion of militarism? It was inevitable at the first sign that the Army was taking an interest in the subjects being taught in our high schols, that loud cries of fear and distress would arise from all sides. Was the army to tell us what we must teach? Surely this was the beginning of the end of free education! And it is true enough that on the day when the Army, or any other governmental agency, is given the right to dictate what we shall or shall not teach our young people, the end of free education, as we know it, will not be far off.

But *is* the Army attempting to do this? It does not seem so. Anyone who reads the Victory Corps bulletins and other government publications on this subject knows that the Army is merely cooperating with the U. S. Office of Education in *suggesting* certain kinds of training which will be useful to the young citizen whether in military or civilian ser-

vice, *both during the war and after.* Nor will any reasonable analysis of the situation lead us to the conclusion that this may be just the opening wedge—that once inserted in the door of our schools, the military boot will never be withdrawn. Those who entertain this fear forget one important fact. The Army of the United States is not, as in some countries, *the government.* It is not, in its own right, an autonomous agency, nor is it the weapon of one particular political party. The Army is entirely dependent on the will of the Congress, and as long as our democratic form of government continues to function, the influence of the Army in civilian life will be most rigidly restricted. What one thing will do most to make certain that our democratic form of government will continue to function? Exactly the kind of progressive realism in education advocated in the Victory Corps and now *being backed by the Army itself!*

Teachers who fear that the Army may try to take over our school system are at least sincere, if not very realistic, in their objections. There are others, however, who simply "find it difficult to adjust themselves to the harsh and ugly fact of war." Theirs is a form of mental laziness, of ostrichism which argues that "the aims of education . . . are not fundamentally affected by the war. What is good for the young in peace time is equally good for them in time of war." The basic aims of education have not been affected by the emergency. But the kind of world in which we live has been tremendously affected, and if the aims of education are to bear no relation to the world as it actually is, then education had better quietly cease to function. To say that what is good for our young people in peace time is equally good for them in time of war is to assume, first, that the war is having and will have no affect on their lives and, second, that after the war we shall return to the same old world we knew before. No one today would argue that these assumptions are valid.

Curtailment of democracy is the fourth major objection listed by Mr. Glicksberg. "A small minority," he says, "are fearful that the Victory Corps may result in a diminution of democracy in education. Slowly, perhaps unconsciously, the compulsion of war neurosis will convert teachers into drill sergeants. Education will become regimented, mechanized, militarized." Well, any teacher who allows the war to convert him into a drill sergeant is probably already one at heart if not in fact. Actually, however, this objection is too vague and nebulous to be taken very seriously. Only the most fevered imagination could find anything in the Victory Corps program leading to curtailment of democracy in schools. In fact a program such as this, which recognizes what is going on in the world and takes realistic steps to prepare our young people for life as they will find it, will go far toward bringing about, in the schools, that enthusiastic response and group cooperation which is the essence of democracy.

After careful scrutiny, then, the major objections which Mr. Glicksberg lists as having been raised to the High School Victory Corps are seen to spring almost entirely from fear—fear of the loss of employment, fear of leaving the old ways behind and tackling the new, fear of anything with the slightest tinge of militarism. But *not,* you will note, fear that the Victory Corps will not do what it was designed to do. If these were the only objections which have been raised, we could safely ignore them as being too superficial to carry much weight. There is at least one other objection, however, which is frequently voiced and which carries far more authority than those mentioned above.

This objection has regard to the obvious and, to many, startling lack of emphasis on the social studies field in general and history in particular. It is certainly true that history and the other social sciences are among the most essential subjects included in today's curriculum. They must not be slighted. For developing an intelligent, basic understanding of the world as it is today and as we should like to see it tomorrow, they are absolutely essential. There are also, of course, other omissions in the Victory Corps program—*if* we think of it as a complete, overall *curriculum* for high schools. This, however, it was never intended to be. It is intended to be a *suggestive* program for reemphasizing, in the light of today's needs, certain courses already being given, and for adding certain new subjects to provide urgently called for emergency training. Certainly the authors and originators of the High School Victory Corps have no desire to disrupt proper educational balance in the curriculum. They do not expect or suggest that educators should discard long-time educational objectives, nor do they believe it necessary to neglect a sound and continuous program during the emergency.

Most educators realize this, but it is not always evident at first glance just how the objectives of the Victory Corps can be achieved, and a sound, well-balanced program be maintained at the same time. This is a tough problem and no universal, overall solution is possible. It will undoubtedly have to be worked out in detail, with whatever compromises are necessary on both sides, to fit each specific situation. That it *can* be worked out with the minimum of compromise and the maximum of effectiveness is demonstrated by the many high schools all over the country where the High School Victory Corps is now a going concern—an efficiently functioning agency whereby these schools are doing their part to help win this war. And in our consideration of the Victory Corps, pro and con, let us not forget that if we do *not* win the war, we shall *not* have to worry about whether education is changing too rapidly or too soon. That will be taken care of for us!

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"MY WHOLE GRADE PASSED!"

GRANT D. MORSE
Superintendent of Schools
Saugerties, New York

ONE of my neighbors is a six-year-old youngster. During the four or five days following the close of school last spring, he would blurt out on the most unwarranted occasions, "My whole grade passed!" He would make this statement particularly when he was confused or emotionally disturbed by some passing circumstance.

I related this occurrence to my eldest sister, a former school teacher.

"Why, don't you realize," she said to me, "he was afraid he wasn't going to pass?"

"But he's a bright boy," I told her. "There was no danger of his failing."

"Had he been told that?" she inquired.

"I guess we should have told him," I admitted. It set me to thinking.

Later I related the conversation between my sister and myself to a fellow schoolman.

"You're dead wrong," he declared. "Tell him he's going to pass and he may fail to work. The taxpayer is entitled to know he's getting his money's worth."

That word, "taxpayer," was on this occasion, as usual, a red flag to me.

"I hate that word 'taxpayer'," I told him. "There is no such special animal. We're all taxpayers. I don't know of any one individual in my community who is entitled to anything as a taxpayer. His rights are in terms of the prerogatives of every member of society, and in terms of what is good for the child in the school. Merely as a taxpayer he's entitled to mighty little."

The issue here, of course, is in another field; it is: should fear be employed as a means of motivation in the matter of promotion?

I think it should not. Of course, a person needs to learn to meet challenges and to accommodate himself to the fact that he may fail unless he properly exerts himself.[1] But I seriously question whether the threat of non-promotion should be stressed, or even the practice of non-promotion followed except in very rare instances.

Here, however, was a normal boy fearing he might not "pass." Shouldn't he have been told early

[1] James E. Murcell, *Educational Psychology*, New York: W. W. Norton & Company, Inc., 1939. pp. 277-278.

in the year that his promotion was not in question and that his thinking should be in terms, rather, of what he could achieve in the way of meeting the objectives which he had in mind for himself, and which the school had in mind for him?

And don't think that he was free from fear. Is it not true that this fear of not receiving a passing grade victimizes students in college—nay, even in summer school? Some folks think a youngster hasn't yet developed fear of not passing when he enters the first grade. Fears, like other drives and urges, do not suddenly blossom.[2] Instead some of them mature gradually over a period of years. They become a part of a child's experience very early in life.[3]

The hurtful effect of fears, such as the one exhibited by my six-year-old neighbor, should be given more thoughtful consideration by everyone, including those teachers in the schools who do little or nothing to avoid their occurrence. Children are made to feel emotionally insecure and are weighed down with damaging emotional stress through such fears.[4]

It is rather common knowledge that most children today begin school with a favorable attitude toward the experience. It is rather imposible to demonstrate that this favorable attitude is far more prevalent than it was, say twenty-five years ago, but even the layman would rather generally agree it is true. Part of the practice of many if not most schools today is to promote their pupils largely on a chronological basis.[5] This practice removes the deleterious effects of fear of non-promotion from the child. Better still, it gives the school a chance to direct the child's thinking about his work and progress into terms of large purposes.

Perhaps you believe a six-year-old child cannot be led to make progress in his day-by-day work except on the basis of present-day interests and whims. If you believe that, how can you hope that he will be stimulated to action by fear of non-promotion at the close of the school year? Some psychologists believe that such punishment has the tendency to emphasize the wrong act and stamp it in rather than to stamp it out.[6]

But, best of all, even young children are capable of understanding why they should do certain things in order to meet future objectives. Usually they can be shown some progressive, day-after-tomorrow, future benefit in today's work beyond its present value. Even a youngster is entitled to be taken into our confidence. He is entitled to know the goal toward which he is working. Knowledge of this goal is stimulating. Without it the educational process may fail.[7]

[2] Edward L. Thorndike, *Educational Psychology*. New York: Teachers' College, Columbia University, 1923. p. 107.

[3] Charles E. Skinner, *Educational Psychology*. New York: Prentice-Hall, Inc., 1936. p. 206.

[4] James L. Murcell, *op. cit.* pp. 277-278.

[5] J. R. McGaughy, *An Evaluation of the Elementary School*. New York: Bobbs-Merrill Company, 1937, pp. 291-297.

[6] Skinner, *op. cit.*, p. 181.

[7] H. B. Wyman, *Satisfaction: Its Source and Function in Learning*. Progressive Education, 12:224-229, April, 1935.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

New Laws Won't Help History Teaching

The worst result of the *New York Times'* history test is the prospect of legislative requirements in the teaching of American history. The danger lies in excessive mandatory set ups. In some states the amount of time that must be devoted to particular subjects is already so great that there is difficulty in getting time for other important subjects.

It is true that in many high schools little time is devoted to American history. This is a fact for which educators are responsible. There is no acceptable reason for it. If legislation is resorted to in an attempt to correct the situation the educators will have themselves to blame for it.

Legislative enactment is not the correct answer to the appalling ignorance of American history revealed by the New York Times test. The results are bad, and the schools cannot escape responsibility for that. The situation shown by the Times survey is an indictment of the public schools. Some school people are rendering a disservice to education by belittling the Times survey and by finding fault with the questions used. Even if some of the questions are not good no school administrator or professor of education can convince the majority of our people that the teaching of American history in the public schools is good.

The poor results of the test given to 7,000 college freshmen are due more to the content of the history course and to the way it is taught than to the amount of time given to history. The social science philosophy that facts of history are of little importance and that trends, movements and cycles in the life of a nation should be studied is the greatest reason for the lack of knowledge of American history. This philosophy declares that little time or attention should be given to individual persons or facts. One of the advocates of this

idea of history teaching recently stated that the interpretation of facts is the important thing in history. Asked whether Thomas Jefferson shouldn't be a subject of history study he replied that if Jefferson's life has any effect on the present he would have him studied, otherwise not. That is the sort of intellectual nonsense given out by some of our liberal and progressive "educators."

I don't think anyone has ever found a way to interpret facts without knowing what the facts are. To say as some educators have said that the New York Times survey questions are too much on isolated facts of history and not enough on the interpretation of history is to evade an honest consideration of the situation.

The results of the survey cannot be brushed aside with the comment that they are not important. The results show a deplorable lack of knowledge of history by thousands of last year's graduates of the high schools. The almost unanimous newspaper editorial condemnation of the teaching of history in the high schools is something that cannot be explained away with the smug and contemptuous comment that laymen are not qualified to determine how history should be taught.

Ability to analyze and interpret facts is important. But the often repeated statement that "facts without ability to analyze and interpret are useless" is subject to question. Interpretations of history without facts are useless, or worse than useless. The interpretation of the history of World War I with little regard for the facts by our writers of history and by our radical educators is the principal reason why this great country of ours was so unprepared to meet the attack of our enemies on December 7, 1941.

Good Morning, Teacher

RUTH C. FREY
Ottawa, Ohio

Discipline

This old-fashioned word has gone into reverse in recent years, boomeranging upon the teacher herself. If she carefully plans her activities, and keeps her eyes open for possibilities and probabilities, she'll be able to send Jack on an errand just at the moment when he is most likely to succumb to ennui (French for "mischief!"). Or she'll ally Jane by her need for assistance on the very thing Jane does best. The additional pleasure resulting from extra work ingeniously found by the teacher will prevent Joe's exercising his tendency to take the stage through questionable actions. All of these show that the teacher is smart enough to meet her problems before they assume problem dimensions.

Your Group

Lose no chance to hold up the hands of your co-workers. All teachers, all parents, the town, the church want the best for the children. Don't then thwart the efforts of another by criticism of his work, by ignoring his efforts, or by minimizing anything that he may do. He may have a far better chance of reaching some pupils than you have. Each personality reaches a different type.

Attitudes

Your attitude toward social questions and public exposition of beliefs will have much to do with your pupils' judgments. A mere shrug or the raising of an eyebrow or an ill-timed smile or laugh may do more damage than you think. You must, of course, have con-

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victions. Life anchors to those. But, if you're big enough, you will respect the other person's convictions, too, as you expect him to respect yours.

Written Work

You may not remember the days of "busy work." The idea was to keep hands occupied. Often, of course, skillful teachers made "busy work" productive of good learning habits. Perhaps you are amused by the combination of these words, "busy week," but maybe you'd better check to see whether or not you are taking up written work you have no intention of looking at. Possibly your pupils recognize the situation. They are not so stupid.

English

Only by carefully and critically measuring the English of all you read and hear will you become the leader you should be in the spoken and written work of the classroom. English is our language. Therefore every parent and surely every teacher should work toward correct and forceful expression in himself and in his children on all occasions. We can not hope for effective use of our language if only the teacher of language is held responsible for the pupil's speech.

Show-work

In every system there is a display of some school work on certain occasions. With us it is a county fair every October. Yours may be a fall festival, a school-visiting week, an all-out school exhibit during American Education Week, or a district teachers' meeting of some sort. Whenever it comes, study the situation from at least two angles—(1) the effectiveness of the exhibit as an exhibit and as an illustration of the work your class has done, and (2) the educational value to your pupils. If you can satisfy both of these at once, you need not fear for your future. If you find appearance taking precedence over content and educational stimulus, then you would better evaluate your choice of exhibition material with an eye to making it function for the advancement of the school and the community. At least on this sort of work, please don't join that large group of teachers who fail to see any value in display work and consequently do it unwillingly and perfunctorily. It's so easy to retard action by being a wet blanket.

Speakers

Must we join other less-thoughtful groups of the present era and insist that our speakers be amusing in a small way, clever, sarcastic, almost risque, when we have brains enough to listen attentively to a carefully thought-out and honestly presented, well-organized exposition of a timely subject? I am so ashamed of the profession's laughter at times. Why must a teachers' meeting border on vaudeville? Have we no dignity, no worthwhile purpose, no mental capacity? I know "All work and no play make Jack a dull boy," but all froth and no substance should not make Jack a favored speaker when the audience is adult and university trained.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Parents Deserve Consideration

"Do the teachers own the schools? Is the school a dictatorship?" Last semester a patron of one of our schools met me with these questions. She said her daughter was not progressing very well—that the teacher did not call upon her to recite or show any personal interest in her—that the children talked and rough housed all the time.

This patron knew something of children—she had four of her own ranging from 8 to 15 years of age—she realized that her daughter could easily be at fault. With hopes of finding the cause of the difficulty and a workable solution she went to school to confer with the teacher and the principal.

This visit was not a casual affair upon the part of the patron. She worried about it; she planned what to say; she made a trip to the beauty parlor the day before; and on the fateful day she left the dinner dishes on the table so as not to be late, put on her best clothes and set out to solve her problems. Timidly wandering through the halls she finally located the proper room. The teacher was icy—she had no time to be bothered—she had to grind through her lessons—her forty pupils must not be neglected. However, in a snappy way she did take time out to tell the parent that her girl was too bashful, that she did not volunteer answers and do enough talking—that she was too quiet. The mother explained that perhaps that was her own fault for she always had taught Mary to be quiet and reserved—that perhaps it would be a good plan for the teacher to call upon the girl more often and encourage her to talk more. The mother volunteered to contribute all she could towards this end.

Miss —— remarked, "I haven't any more time to waste—you had better see the principal." This did not help any — the principal informed the poor parent that the teachers know their business—that the children ought to know enough to study and to volunteer discussions—and finally that the school did not have much time for individual problems.

About all that need be said here is that education is a cooperative affair—parents should visit the school—teachers should visit the homes—all forces, children, teachers, principal, parents, janitors should work together as one harmonious whole. None of us knows it all, none is self-sufficient, each is liable to error.

Parents may not have extensive formal education but often they can help us with problems. Let's be humble—for humility is the key to understanding.

The News Digest
OF EDUCATION IN ACTION

Would Rate Teaching Essential Industry

CHICAGO.—The Committee on Rural Education, affiliated with the American Country Life Association, has urged the War Man-power Commission to declare teaching in rural elementary and high schools an essential occupation in which critical shortages exist.

In a telegram to Manpower Chairman Paul V. McNutt, the committee asked also that the commission encourage trained teachers to remain in the teaching profession.

"The departure of rural teachers for the armed services and for employment in war industries," the telegram stated, "has depleted teaching staffs to a point where many schools are closed, others are overcrowded and the quality of the teaching is seriously impaired."

International Office Urged for Education

NEW YORK.—Plans for the establishment of an International Education office, to deal with educational problems on a world-wide basis, are being formulated by a commission of school leaders.

Impetus for this move has come from the Institute on Education Reconstruction, which has been sponsoring conferences throughout the country for the past year. Educators everywhere appear ready to cooperate in this project and to build plans for a post-war world.

Recently at New York University the institute disclosed that the United States Government was interested in this movement and that the State Department was ready to participate in the vast educational program. Dr. Paul Turner, representing the cultural relations division of the State Department, intimated that his division might soon be able to "embark on steps which will lead to co-operation with the United Nations on a program of cultural and intellectual rehabilitation."

Army Seeks Full Data On High School Students

WASHINGTON. — Cards which may do much to shape the future of every student are being distributed to all high schools in the nation.

The War Department announced the cards will be filled in to show the educational and work-experience record of every boy or girl who is graduated or who leaves high school before graduation.

Both the Army and civilian employers will be able to determine from the cards the student's academic standing and achievement, vocational training, wage-earning experience, aptitudes and significant hobbies.

The Army will require draftees who are in high school after the card system goes into effect to present the cards at its reception centers. Civilian employers will be able to use the information in considering job applicants.

The War Department said it is distributing 5,000,000 cards to high schools with instructions. The cards will be filled out and kept in the schools and a copy given to each student upon leaving.

United States Education Office officials, who co-operated in developing the card system, said there has been no ready record of students' name, birthdate and birthplace, social security number, home address and the name and status of citizenship of the parent or guardian.

The subjects studied, marks made on an "above average, average or below average" basis, subjects liked most and liked least, records in aptitude and achievement tests, grades completed, rank in class, and the number in the class.

Special aptitudes, "significant hobbies, interests and extra-curricular activities, preferred peace-time occupations," plus the "principal achievement, duration of interest, and evidence of leadership."

Vocational preparation, experience at wage-earning jobs while in school, and any "post-secondary-school training."

Absenteeism Blamed On School Habits

BOWLING GREEN, O.—An absentee in high school, an absentee in industry. That was the conclusion drawn by northwestern Ohio school administrators and industrial leaders at a recent meeting here.

The leaders of both groups, who have watched absenteeism grow rapidly in war plants, indicated that absenteeism is a specific character fault among school age young people that demands vigorous treatment.

They said that the bad working and thinking habits and unwholesome social attitudes which are permitted to persist through high school are definitely detrimental to the efficiency of the individual when he leaves school and takes his place in industry.

Much of the present absenteeism in industry today was blamed on those habits formed while in high school.

N. H. Rejects Religious Hour

CONCORD, N. H.—By a vote of 192 to 169, the House of Representatives killed a bill to allow school children to be excused from class one hour a week to attend religious education classes.

The measure was sharply debated before a vote was taken.

Opponents contended that the churches had opportunity for religious instruction of children on Sunday.

Want Child Employment Linked with Education

PHILADELPHIA. — To prevent war labor demands from "sabotaging the academic education of youth," Dr. Frederick Allen, director of the Philadelphia Child Guidance Clinic, proposed to the Children's Bureau of the Labor Department that schools and employers unite to make war-time child employment part of education programs. He spoke at a meeting of the bureau's general advisory committee on protection of young workers.

"In Texas 25,000 children between 12 and 15 have left school this year," said James E. Sidel of the National Child Labor Committee. "The compulsory attendance laws are not being enforced. Some children are working as many as eighty-five hours a week; sixty hours plus schooling is not unusual. In Louisiana the same thing is true. Many schools are not even half filled, especially along the Gulf coast."

"The impact of the war emergency on labor reserves has resulted in widespread efforts to break down legal child-labor standards," declared Miss Katharine Lenroot, chief of the bureau, who presided.

She instanced the rise in child employment; about "2,000,000 boys and girls between 14 and 18 were gainfully employed in January, 1943, and roughly 500,000 of these were 14 and 15 years of age. The thousands of children under 14 at work do not appear in these estimates."

Courtenay Dinwiddie of New York, general secretary of the National Child Labor Committee, said that there is a "legitimate field for youngsters to serve their country," but that there was no need to exploit their so doing.

Decline of school attendance, loss of teachers to the armed services and to higher-paying war jobs, part-time night employment of pupils, the closing of some high school departments, all were cited. Dr. Allen spoke of the "restlessness" of students, particularly upper classmen near draft age.

Labor Leaders Do Well As Harvard Students

CAMBRIDGE, MASS.—Harvard University graduated its first class of labor leaders, marking a new milestone in its long history, with both the labor men and their professors expressing the hope that the experiment will find favor with unions and universities throughout the country.

Fourteen representatives of the American Federation of Labor and the Congress of Industrial Organizations came to Harvard last fall on scholarships designed to return them to their unions as "better labor leaders."

They came from Iowa, Ohio, New York, Wisconsin, Massachusetts, Pennsylvania and Washington, and they represented unions of garment, hosiery, hat, cap, millinery, radio, machines, electrical, woolen and worsted workers, as well as painters, glaziers and railway clerks.

They ate, lived and studied on equal terms with "the bosses' sons," and that, the labor men said, was an education in itself.

As one unionist put it: "Harvard students were better teachers than the professors and books, because they gave us an insight into how papa's mind works."

Good-natured joshing between the labor men and students evidenced a friendly give-and-take spirit by which each group came to learn and respect the other's viewpoint, he added.

When Harvard invited the unions to join the experiment, it stipulated that the unions should select the men to be trained, and asked that selections be based upon "general intelligence, capacity for leadership and devotion to the labor movement," rather than past schooling. The university said it was not interested in training union men who would "use the fellowship as a stepping stone to leave labor." The result was a group of men whose educational backgrounds ranged from leaving school at the age of twelve to a master's degree in law.

Teachers Get $200 Raise in Cambridge

CAMBRIDGE, MASS.—The Cambridge school committee, which, in a previous disputed vote adopted a budget providing $150 pay raises for the 800 school department employes, rescinded that action and adopted a new budget setting the pay raises at $200.

The vote of the five members was unanimous for a budget totaling $1,849,315, an amount $22,544 more than last year's budget. The $200 salary increases will apply to teachers and all other employes of the school department, and will be retroactive to Jan. 1.

First Aid Skill Required of Teachers

NEW YORK.—Dr. John E. Wade, superintendent of schools, has sent a circular to all superintendents, principals, directors and heads of bureaus in New York reminding them that first-aid training will be required for all teachers. There is some doubt in the minds of teachers as to their possible legal liability for administering first aid, he asserts. They can be reassured on this point.

There appears to be no record of any case in New York State in which a teacher was sued because of having given first aid.

Recognizing the importance of thorough instruction, the Board of Superintendents adopted a resolution requiring all members of the teaching staff to complete a standard first-aid course of 20 hours by Sept. 1, 1943.

Saskatchewan Opens School Bibles

REGINA, SASKATCHEWAN. — Under an amendment to the Saskatchewan School Act passed by the provincial Legislature, teachers in Saskatchewan schools may now read from the Bible without comment or explanation.

Under terms of the amendment, a school board may direct that the school be opened "by the reading, or reciting, without comment or explanation, of the Lord's Prayer or a passage selected from Bible readings prescribed by the Minister (of Education) or both."

The amendment fulfills the request of Saskatchewan churches and religious educational groups for permissive Bible readings in schools.

On the Pre-Induction Front

Superintendents report on their handling of the Victory Corps program

Bangor, Maine:

For pre-induction work, we are offering intensive physical education, health and nutrition work, the fundamentals of electricity and shopwork. We have made modifications in our science and mathematics to meet war needs. There has been an R.O.T.C. Unit in our high school for many years. Other pre-induction courses will be offered next year. This has meant shortening periods in order to have more of them, and in some instances it is necessary for the pupils to miss a class, in order to get into the physical fitness program.

ARTHUR E. PIERCE.

Bemidji, Minnesota:

The pre-induction training in the Bemidji Schools is established on the recognition of four factors in a dynamic educational policy, (1) the preparation of boys for military service, (2) a youthful interest in aviation, (3) the importance of basic courses such as mathematics, physics, and physical education, (4) and, at the same time, an understanding of the democratic way of life.

This has resulted in the broadening of the physics curriculum into aspects of pre-flight aeronautics covering navigation, meteorology, communications, and aerodynamics, to a maximum designated by the maximum ability of the individual students.

Actual courses labeled Aeronautics are found as low as the ninth grade, in which grade, the same phases as treated in the higher grades are included as ability and time permits, supplemented by topographical map study and interpretation. These courses are popular science electives.

There has also been established for those who in previous years have failed to register for pre-requisite mathematics courses, so-called basic and refresher mathematics courses for juniors and seniors.

The physical education program which is rapidly including more and more boys includes close-order drill with the use of wooden guns, rigid and daily calisthenics and bodily-contact sports.

The personnel department keeps the student aware of the qualifications necessary to reach the branch of the service toward which he has set his course.

Also, a student may elect machine shop courses, power machines, welding, etc., to strengthen his qualifications.

At the same time the entire curriculum is geared toward the recognition of the democratic way of life and problem of people living together in a national and an international world.

J. W. SMITH.

Cleveland Heights, Ohio:

I think you know that Cleveland Heights is almost wholly a residential community and that, consequently, our high school is not equipped for extensive industrial and vocational training, but we are doing about the same as most of the senior high schools of the country in the pre-induction work by offering special courses in physical education, mathematics, machine shop and aeronautics.

F. L. WILEY.

Iron River, Michigan:

Like other schools, we in Iron River have found that the program must be adapted to the available faculty. Specifically, we have required Math of all freshmen. Through a series of tests, we plan to determine which one of the following each student will be asked to study, i.e., junior business training, general mathematics, or algebra. In the past, we have permitted students to choose, only to discover that many erred in the selection. All sophomores will be required to take algebra if they have not already had it or geometry. The same requirement holds for grade 11. All students will be expected to have completed on or before graduation a minor in mathematics.

In the field of science beginning next year, we shall require all freshmen to study introductory science. This will be followed by biology in grade 10.

Beyond the above no requirements other than those which have held previously will obtain. English, of course, has always been a requirement. In Michigan no pupil may graduate from high school without civics and U. S. History. Most secondary schools insist on two majors and two minors, with 16 units of credit required for graduation.

As war time offerings, we shall have Morse code, refresher mathematics, war economics, physics with special emphasis upon the fundamentals of machines, general shop, and aeronautics.

RANDALL R. PENHALE.

Kansas City, Missouri:

"To be, or not to be, that is the question" with reference to Pre-Induction Courses in Kansas City, Missouri, whether considered by students or by administrators. Fundamentals of Machines, Fundamentals of Electricity and Fundamentals of Radio were offered to all seniors at the opening of the present semester. There were relatively few "takers"—a total enrollment of only 234 out of 2860 seniors in the ten high schools. Possibly the low figure may be explained by the fact that at the same time these courses were opened as electives, two other courses for seniors were opened as requirements: "Human Science"—a fusion of Physiology, Hygiene, Nutrition, First Aid, Health Habits and Safety; and "Physical Fitness"—a physical activity program fashioned after the national program. These courses, broadly considered, are "Pre-Induction" in function and are being required on that basis. The necessity for rather radical program changes to accommodate the inclusion of these new requirements probably acted as a deterrent to the election of the strictly P.I.T. courses.

Pre-Flight Aeronautics was offered to juniors and seniors in the Fall of 1942. More than 600 students are now enrolled in this subject. Enrollment in mathematics and physical science classes is increasing. Indications are that enrollment in these foundational courses and in industrial arts work may tend to prevent much

increase of enrollment in the specific P.I.T. courses.

What work will best serve the national and individual needs? That is the big question. The answer seems not to be decisive.

HEROLD C. HUNT.

Lewiston, Idaho:

Last fall we introduced a course in pre-flight Aeronautics, and at the beginning of the second semester the pre-induction course of Fundamentals of Electricity, as well as a refresher course in Mathematics. Later the War Department Basic Radio Code course was placed in both the Aeronautics and Electricity courses on a "part time" basis.

The introduction of these courses has not affected regular courses to any extent this year. It did however, necessarily place an additional load on the teaching staff.

Beginning next fall, and continuing for the duration, we will drop our two classes in Descriptive Science, a survey course in the Physical Sciences heretofore offered to juniors and seniors. Those who would have enrolled in this course, largely the non-college group, will be guided into the pre-induction course for which they seem to be best fitted.

In addition to the courses listed above we will offer pre-induction courses in machines and radio. A good deal of guidance has been and is necessary to get students into courses that will best serve individual talents. This we have always tried to do.

With the return of peace we shall probably go back to our regular courses, but expect pre-flight Aeronautics will remain in the curriculum. We also anticipate that emphasis on Mathematics and Physics courses will continue, enhanced by the impact of war.

L. L. CARLSON.

Titusville, Pennsylvania:

The army of today is an army of specialists. Out of every hundred men inducted into the service, sixty-three are assigned to duties requiring specialized training. The basic elements of training which will fit youth for their post-induction duties in over six hundred army jobs have been analyzed and prepared into eight courses by the War Department. Five of these eight courses and parts of two others will be made available to our Senior High School boys this fall. In order to properly place the students in these subjects, definite programs for each year have been detailed for each type of student.

Many High School girls will have to replace men either as uniformed members of the Armed Services (Registered Nurses, WAACS, WAFS, WAVES, SPARS, or Marines), or in essential civilian work. The most important subjects for these jobs are English, Science, Stenography, Typing, Office Practice, Bookkeeping, Mathematics, Mechanical Drawing, Home Economics, and Machine Shop.

JOHN H. LINTON.

Florence Barnard

BROOKLINE, MASS.—A teacher who blazed the trail for educating Americans to manage their incomes wisely, died May 11 in this town, where she set up in 1927 the first courses in thrift and budgeting in any public school system of the United States.

After thirty years of teaching, Florence Barnard resigned, to work for the general adoption of money management courses throughout the country. As educational director of the American Association for Economic Education, she conferred with civic leaders, addressed meetings, and explained to teachers and other adults the principles of personal and public economy and the teaching plans that she had developed. Interest in Miss Barnard's program and instructional materials was awakened in many parts of the country and in a dozen foreign lands.

Motor Transport Driver Training

BOSTON.—Courses to train Massachusetts youths in driving military motor transports are urged in all Bay State high schools and colleges by Frank A. Goodwin, State Registrar of Motor Vehicles.

The Registrar said the request had come from the United States Army which had disclosed a need for 2,000,000 soldiers trained in motor transport duties.

"The Army and the United States Office of Education agree that considerable time can be saved in the driver training of youths inducted from high schools and colleges if preliminary class room instruction in fundamentals, including the rules of the road, vehicle mechanisms, and map reading is given by all schools," Mr. Goodwin said.

Business Schools List Essential Courses

BOSTON. — Shorthand, typewriting and commercial subjects soon will be added to the list of essential war training courses, according to a report by the War Emergency Council of Private Business Schools.

The report states that the War Man-power Commission is now concluding a study of the need throughout the country for clerical and secretarial personnel, and soon will recommend that Congress appropriate funds for the training of such personnel. This educational program would be administered by the United States Office of Education, and would utilize the equipment and facilities of both public and private business schools.

Post-War Gains For Colleges Predicted

PHILADELPHIA.—A record-breaking increase in college enrollments and educational interest during the first years of peace was predicted by Dr. William P. Tolley, chancellor of Syracuse University, during the convocation address at Villanova College.

Expressing faith in the strength of post-war America, he said the United States was the hope of the world and "our schools and colleges will play a role of increasing importance in the shaping of American culture."

The academic convocation, during which twelve honorary degrees were conferred, marked the close of Villanova's centennial celebration.

Lack of Data on School Expenditures

Ours is a statistical era, and vastly more statistics have been gathered in some lines than may ever be put to good use. Yet there is a glaring lack of figures in certain important fields, and one such field is that of educational expenditures. Massachusetts appears to be the only state which has consistently reported in detail upon the costs of its public schools over a period of years. This state's annual totals and breakdown into specific items such as teachers' salaries, plant

maintenance, cost of textbooks and supplies and similar matters, have proved valuable to school authorities, taxpayers and the makers of school materials in determining norms. The textbook publishers of the country, through their institute, have decided to ask the U. S. Office of Education to undertake the compiling of such tables for the various states and the nation as a whole. While the publishers would like such statistics on their own account, plenty of other interests would be served, including that of the public.

Language Study Declines in Gotham

NEW YORK. — Enrollment in the foreign language courses offered in the senior high schools is continuing to decline, Dr. Theodore Huebener, acting director of foreign languages in the city school system, reported. He attributed the tendency to the fact that many high school boys and girls are enrolled in pre-induction courses.

Since last term, the number of high school students taking language courses has dropped by 16 per cent. All foreign languages, including Spanish—the most popular of all—showed lowered attendance figures.

In the junior high schools, however, there has been a slight increase this term—one quarter of 1 per cent—in the language course enrollment, while the school population of this division fell 4 per cent.

Private Schools Open for Summer

NEW HAVEN, CONN.—Private and independent schools throughout the country are planning to operate Summer sessions to provide an opportunity for students to complete their high school courses before being called into the Army or the Navy.

Emphasis, for the most part, will be placed upon mathematics, science or technical subjects in keeping with the military needs. However, the schools indicate that despite the natural gravitation toward the scientific subjects the liberal arts have not been and will not be neglected.

Aware of the problems caused by the war, the important independent schools of this country are adjusting their programs to help the boys and girls prepare for war or industry. They have shown that they are flexible enough to meet the emergency conditions of today.

Want Textbook Selection Left with School Officials

NEW YORK.—Should textbooks for our public schools be selected and secured through the city's purchasing department, or continue as at present to be chosen by principals and teachers from a list approved by the board of superintendents?

The question seems as absurd as to ask if the teaching personnel itself ought not to be hired and recruited through a municipal employment service. Yet there has been sufficient agitation for the reversal of textbook buying practices to have caused some alarm among educators. Naturally the textbook publishers are especially concerned. Through a committee headed by Leroy J. Weed of Ginn and Company, they have voiced their approval of the present method of textbook procurement used in New York City.

Here are some of the points made by the publishers' committee in its letter to Deputy Superintendent Stephen F. Bayne of the New York city schools:

1. The textbooks used in the schools of the city are supplied by approximately 85 publishers. Open competition has made available the best materials developed by leading educators in accordance with latest pedagogical thought and methods. . .
2. The city's schools are reported to have expended on textbooks in recent years only about half of one per cent of the school dollar.
3. The publishers recommend that some agent of the Board "qualified as an educator" be made responsible for seeing that outworn and worn out books are disposed of and replaced.

Danvers School Board Increased

DANVERS, MASS.—A special town meeting recently overrode an adverse report by the finance committee and voted to increase the school board membership from three to five. The vote was 40 to 2. The five-man board will become effective in March, 1944.

BOSTON UNIVERSITY SUMMER TERM

Intersession May 24 — July 3 **1943** Summer Session July 6 — August 14

Teachers and school administrators may plan programs in

Administration and Supervision	Health and Physical Education
Elementary Education	Psychology and Methods
Secondary Education	Nursing Education
Commercial Education	Remedial Reading
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Institute on Guidance and Personnel, July 12 - 23.

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For bulletin and further details, address

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